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A RESEARCH STUDY OF THE EFFECTS OF DEMONSTRATION TEACHING
UPON EXPERIENCED AND INEXPERIENCED TEACHERS.

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SOME HIGHLY DEVELOPED TEACHING DEMONSTRATIONS WERE TESTED TO DETERMINE THEIR EFFECTIVENESS IN PRODUCING A SPECIFIC VARIETY OF BEHAVIOR CHANGES IN INSERVICE ELEMENTARY SCHOOL TEACHERS AND IN STUDENTS PREPARING TO TEACH. THE INVESTIGATOR FOCUSED UPON DETERMINING THE VALUE OF THE FORMAL TEACHING DEMONSTRATION FOR PROMOTING TEACHER DEVELOPMENT. THE EXPERIMENTAL DESIGN INVOLVED THREE GROUPS OF SECOND- AND THIRD-GRADE TEACHERS IN AN INSERVICE EDUCATION PROGRAM, PLUS A SIMILAR NUMBER OF COLLEGE STUDENTS IN ELEMENTARY TEACHER PREPARATION. THE THREE GROUPS WERE EXPOSED TO A SERIES OF TEACHING DEMONSTRATIONS IN A UNIFORM FASHION. DATA GATHERING INVOLVED A SELF-REPORT INVENTORY PLUS A SERIES OF CLASSROOM OBSERVATIONS BY TRAINED INDEPENDENT OBSERVER-ANALYSTS. EFFECTED CHANGES MEASURED BY PRE- AND POST-TEST DIFFERENCES WERE SIGNIFICANTLY LARGE. IT WAS CONCLUDED THAT FORMAL DEMONSTRATIONS DO PROMOTE CHANGES IN TEACHER AND STUDENT BEHAVIOR OF SPECIFIC KINDS AT A SIGNIFICANT LEVEL. (GD)

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A RESEARCH STUDY OF THE EFFECTS OF DEMONSTRATION TEACHING UPON EXPERIENCED AND INEXPERIENCED TEACHERS

Cooperative Research Project No. S-384

(5-8237)

By
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The University of Texas
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THE PROBLEM

This study is concerned with the problem of strategies for influencing teacher behavior. This problem is a part of the larger one of improving instructional practice. From all segments of our society, a growing multitude of demands are heard for improved education for children and youth. These demands from various sources take many forms. Some are explicit while others are not. Some come from within the professional establishment; others are from without. The forms of these demands vary from curriculum developments, to staffing plans, to new instructional gadgetry, to inservice education programs.

This study focuses essentially upon the teaching demonstration as a strategy for promoting inservice teacher development. Rarely is a professional concern more consistently expressed than the one that inservice education is essential to educational excellence. Rarely has such a universally recognized problem been less adequately studied. Reports on inservice education programs for teachers have been published abundantly over a period of more than 30 years. Among these reports are few research studies, and even fewer involve experimentally controlled situations.

The study in this document tested the effectiveness of highly developed teaching demonstrations in producing a variety of behavior changes in students preparing to teach and elementary school teachers in an inservice program. This controlled situation permitted considerable refinement of teaching demonstrations, a variety of controlled supervisory interventions, and a rigorous study of subjects on the job. Under these conditions, this study attempted to produce tangible evidence of the relative effectiveness of teaching demonstration strategies for influencing teacher behavior.

OBJECTIVES

The major research objectives of this study can be described as follows:

1. To determine the influence of teaching demonstration upon classroom behaviors and attitudes of experienced teachers
2. To determine the influence of teaching demonstrations upon the attitudes of students studying to become elementary school teachers
3. To determine the relative influence of three patterns of supervisory intervention involving demonstrations upon classroom behaviors and attitudes of teachers

Research objectives of importance in addition to those listed above can be described as follows:

4. To determine the relationship between the initial pattern of classroom practices and the tendency to change these practices under the influence of selected supervisory interventions
5. To determine the relative importance of demonstration quality as a factor influencing classroom behavior changes
6. To followup on teacher subjects to determine relationships between permanent classroom behavior changes and initial patterns of practice and the nature of the experimental interventions

An aspect of this study which was developmental rather than research oriented was very important, nonetheless. On the chance that teaching demonstrations would prove to be useful for influencing teaching behavior, a very careful documentation of these experimental procedures was undertaken. Every demonstration was carefully analyzed, and related procedures are described to assist in the design of other studies and to provide guidelines for inservice and preservice program development employing demonstrations.

That the objectives of this study are limited is self-evident. Some of the inherent limitations recognized by the researchers need to be made explicit. For the sake of brevity they are listed below.

1. Teaching demonstrations were viewed via closed circuit television. This has some advantages but posed limitations for viewers.
2. A very limited series of only three teaching demonstrations was employed with equally limited time devoted to related supervisory interventions.
3. Only one school system was involved, making it difficult to account for certain situational influences that may have been important.
4. Classroom behavior data is based upon a few very brief observation periods in the classroom of each teacher. This provides a basis for measuring behavior patterns and behavior changes which are limited at best.

Specific Hypotheses

A few specific hypotheses were selected to guide data gathering and analysis. These can be stated as follows:

1. Teacher subjects tend to change more in specific classroom practices related to individualizing instruction as supervisory interventions are more highly personalized.
2. Student subjects tend to change more in attitudes toward specific teaching practices than do experienced teachers under similar patterns of supervisory interventions.
3. Student and teacher subjects tend to change more in attitudes toward specific teaching practices as the patterns of supervisory interventions include briefing and followup activities.
4. Teacher subjects tend to change more in basic patterns of classroom behavior as the patterns of supervisory interventions include briefing and followup activities.

Each of these hypotheses was tested by using specific portions of the data with analysis of variance procedures. The specific instruments employed and the measures derived from them are described in the section on procedures.

Because it was possible to extend this study for a year beyond the experimental period, a third session of data gathering was undertaken with teacher subjects. This permitted analyses of a number of kinds not explicitly presented in the original design. These are made explicit in the section on analysis of data. They include analyses to determine relationships between teacher background factors, quality of demonstrations, and initial scores and the tendency to change classroom practices. Other analyses focused upon persistence of changes following the experimental period for various teacher subject groups.

RELATED RESEARCH

The literature pertaining to demonstration teaching as an approach to preservice or inservice education is somewhat limited. Most of the literature consists of descriptive reports of inservice education programs and is neither research nor theory based. Research studies which are published tend to deal with the effects of inservice education on teacher behavior, but in many such studies the inservice experiences are not well described and rarely involve carefully controlled situations. Most previous studies have simply pointed out the need for and interest in inservice education and/or demonstration teaching.

Research with does bear directly upon this present study would be of three kinds:

1. Those having to do with teaching demonstrations as an approach to learning
2. Those having to do with the use of closed circuit television as it relates to teaching
3. Those having to do with comparative strategies of inservice education

Demonstration Teaching

Some limited, generally supporting evidence for teaching demonstrations is provided by a study published by the California Council on Teacher Education,[1] indicating that teachers rated visits to other schools and classes as very high among a variety of inservice activities from which they were able to choose. DeVault's[2] study of both live and filmed demonstrations in connection with inservice education for elementary school teachers in the field of mathematics indicated very significant results for both types of activity, and especially so, when consultant services were associated with the demonstration activities.

With a few exceptions, such as those noted above, the recent reports on demonstrations in supervision or inservice education programs are strong on advocacy, somewhat descriptive, and not very analytical. Over thirty years ago Bartholomew[3] presented a case for demonstrations as a part of a larger program of supervision. Similar views are currently being expressed by many others.[4,5,6] The 1960 edition of the Encyclopedia of Educational Research reports not a single source dealing specifically with demonstrations in inservice education.[7]

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[1] California Council on Teacher Education, Toward Better Schools, Bul. 26, No. 3 (Sacramento: California State Department of Education, 1957), p. 36.

[2] M. Vere DeVault, W.R. Houston, and C.C. Boyd, Television and Consultant Services as Methods of Inservice Education for Elementary School Teachers of Mathematics (Austin: The University of Texas Press, 1962), p. 100.

[3] W Bartholomew, "Place of Demonstration in Supervision," National Elementary Principal, 35: 189-91, September, 1935.

Television Teaching

There have been many studies, especially in recent years, of the value of television for various instructional purposes. Most recently, studies of the use of closed circuit television for teacher education purposes have been reported by a variety of writers.

Rumford[8] reports an experiment in teaching elementary school methods using closed circuit television. His study reports a

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[4] Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963), p.82.

[5] C. E. Neuman, "In-Service Education through Demonstration Teaching," Journal of Secondary Education, 36:20-22, January, 1961.

[6] Virgil E. Herrick, "Approaches to Helping Teachers Improve their Instructional Practices," School Review, 62: 527-534, December, 1954.

[7] Clifford P. Archer, "Inservice Education," Encyclopedia of Educational Research (third edition; New York: The Macmillan Company, 1960), pp. 702-710.

[8] H. P. Rumford, "An Experiment in Teaching Elementary School Methods via Closed Circuit Television, "Journal of Educational Research, 56: 139-143, November, 1962.

general pattern of no significant differences between groups taught in a face-to-face situation and those taught by closed circuit television. He reports a few instances favoring the television group. Several reports on teaching by demonstration, using both live observation and closed circuit television indicate comparable results can be anticipated.[9] This study reports a tendency on the part of television viewers to discuss the demonstrations in more detail than was true of those who observed the live demonstrations. Chabe's study of the use of television for teaching elementary school teaching methods using demonstrations showed television viewing almost as effective as live observation when appropriate observation guides were employed.[10]

Relationships between Demonstrations and Other Inservice Activities

One of the striking characteristics of nearly all reports of research in the field of inservice education is the lack of attention to differentiated strategies. The best of these studies deals with a given complex of inservice experiences and evaluates outcomes, but do not differentiate between various kinds of inservice experiences or activities and related outcomes. DeVault's study, mentioned

[9] C. R. Carpenter and L. P. Greenhill, "An Investigation of Closed Circuit Television for Teaching University Courses," Instructional Television Research, Project I (University Park, Pennsylvania: The Pennsylvania State University, 1955).

[10] A. M. Chabe, "Experiment with Closed Circuit Television in Teacher Education," Peabody Journal of Education, 40: 24-30, July, 1955.

earlier, does produce some limited evidence that consultative experiences associated with either filmed or live teaching demonstrations are productive of certain classroom behavior outcomes, but this study fails to describe the consultative process. The trends in efforts to evaluate inservice education in the past decade have been in the direction of more objective measurement of outcomes, including the measurement of pupil outcomes. These trends have apparently not been accompanied by much effort to identify relationships between inservice experiences and learning outcomes.

PROCEDURES

Design of the Study

The prime objective of this experimental project was to evaluate three supervisory approaches to the utilization of demonstration experiences as to their relative effectiveness in bringing about changes in teacher understandings and classroom practices. Such a project is just one of many needed studies which could give direction to school systems and colleges in promoting change, innovations, and quality in education.

In studying the impact of demonstration teaching upon teachers using three different patterns of supervisory intervention, nine demonstration lessons in teaching language arts in the primary grades were carefully planned utilizing selected second and third grade teachers. The South Park School District schools in Beaumont, Texas, served as the source of both teacher subjects and demonstrators.

Sampling of Teacher Subjects

All second and third grade teachers not serving as demonstrators were assigned to groups using an alphabetized list of names, assigning numbers serially to those names, and randomly assigning every person to one of four groups using a table of random numbers. A total of eighty teachers from fifteen elementary schools were included in all four groups combined.

Experimental Groups

The groups established were designated as follows:

Group 1 - A control group of teachers who did not participate in the demonstration teaching experiences in any way

Group 2 - Teachers who participated by observing the demonstrations, but received no other supervision of any kind

Group 3 - Teachers who participated in a briefing session before each demonstration, observed, and participated in group discussions following each of the demonstrations

Group 4 - Teachers who participated in a briefing session before each demonstration, observed, and received individualized supervisory assistance following each of the demonstrations

Rotating Assignment of Demonstrations

A schedule was developed which allowed subjects in the three experimental groups to see one demonstration in reading, one in creative writing, and one in oral language and listening. The schedule also allowed for the demonstrations to be staggered over an eight month period in order for each subject to see a demonstration early in the school year, one in the middle of the year, and one at the end of the year.

At each teaching demonstration, the viewing audience was composed of one-third of the teachers from each of the three experimental groups, plus project staff members, school principals, and selected visitors. Most demonstrations were viewed by forty or more persons simultaneously.

Subject Coding

Each teacher subject was assigned a personal code which she developed using designated letters representing personal statistics. These code letters were used consistently throughout the project to identify all instruments. Personal anonymity was thereby guaranteed to all subjects and this guarantee was fulfilled by the maintainence of a single file of names and code letters in the possession of the project director. Letter codes were converted to number codes for machine data processing purposes.

Student Subjects

A sample of students of elementary education was drawn from the total population of those preparing to enter student teaching during the next year at Lamar State College of Technology. This sample was drawn randomly as in the case of the teacher subjects. They were assigned to experimental and control groups in an identical fashion and participated in demonstration and/or related activities as described for teacher subjects.

Experimental Procedures

Following a general orientation meeting for all subjects, demonstrators, principals, and project staff, the series of experimental interventions was initiated in the form of a regular inservice education program. For each demonstration the sequence outlined below was followed:

Time (approx.)	Activity by Groups Group 2	 Group 3	 Group 4
0	--------	Arrive for briefing session with staff members	
25	Gather for viewing of scheduled demonstration		
60	Respond to demonstration using Instrument 3		
65	Dismissed to have coffee and return to job	Dismissed to have coffee and reconvene for followup discussion	Dismissed to have coffee and return to job
95	----------	Dismissed to return to job	----------
Within 10 days	----------	-----------	Individual interviews with staff member in classroom of individual subject

Planning and presentation activities connected with the demonstrations themselves are described in the section which follows. The other experimental interventions are briefly described here.

Briefing Sessions

As observers arrived at the administration building to view the teaching demonstration, they went directly to one of the two offices where briefings were to be held. Those in group two went directly to the viewing room. Briefings for experimental groups three and four began promptly at 9:30 and were directed by the assistant project director and one of the elementary supervisors. The briefing included a review of the lesson plans which observers had read and brought with them to the session. The demonstration teacher's objectives were called to the attention of the subjects. Purposes of the demonstration project were reviewed and observers were asked to look for certain aspects of the demonstration which would exemplify those purposes. Suggestions were made as to ways the demonstration methods, practices, and materials could be adapted to the regular classroom.

The briefings ended at 9:45 with a tour of the demonstration classroom, where charts, materials, and equipment to be used in the demonstration were on hand. The assistant project director served as a guide for the tour and answered questions about the commercial, teacher-made, and child-made materials on display. The tour ended at 9:55, just before pupils returned to the demonstration classroom from the morning recess on the playground.

Group two waited in the viewing room during the briefings and the tour. The project director met with this group and visited informally with them as they enjoyed coffee and talked with each other while waiting.

Promptly at 10 o'clock groups three and four joined group two in the viewing room, cameras were turned on, and the classroom activity came into view with activity sounds carried in by the microphones.

A 35 to 40 minute section of the language arts activity was televised and viewed on two separate screens. Observers were encouraged to watch the demonstration without comment and to jot down thoughts, ideas, and impressions which might be discussed later.

At the end of the viewing period when cameras were turned off, teachers and student teachers were asked to complete the Teaching Demonstration Session Rating Sheet, to affix the proper code, and to turn it in to the project director. Then the principal of the school from which the demonstration teacher and pupils came, gave a brief history of the class, the teacher, the school, and its community. He also answered any questions from the observers about the teacher or her class. After the brief discussion led by the school principal and the project director, the entire group was dismissed to the foyer for coffee and for further discussion with the staff or with each other. Members of group three were reminded to return in a few minutes to the viewing room for a group discussion followup.

Group Discussion Followup

Group three subjects, both teachers and students, sat around a large table in the viewing room. The seating was rearranged to provide an informal discussion situation while the subjects were out for coffee. The staff member leading the group allowed spontaneous comments for several minutes. This was followed by open-ended questioning regarding evidence observed of intra-class grouping, differentiation of assignments, use of multi-media,and pupil self-direction.

The demonstration teacher joined the discussion group for about 10 minutes to answer questions. Group three observers were able to ask about lesson purposes, materials used, and planning or preparation problems.

When the demonstration teacher left to return to her pupils, the leader of the discussion turned to questions about applications of procedures viewed to other lessons or situations. Subjects were urged to consider these ideas for adaptation to individual teaching styles. Selective use of ideas was emphasized.

Individualized Followup

One of the experimental interventions used in connection with the demonstrations was an individualized, personal supervisory interview conducted by the assistant project director with subjects in experimental group four. Such an interview was conducted as soon after each demonstration as arrangements could be made. The interviews were held in the privacy of the teacher's own classroom during after-school hours or at an "off" period. In the case of student teachers, the interviews were held in the assistant director's office on the college campus at a scheduled time. Appointments for both teacher and student-teacher subjects were made by telephone.

The interviews were informal with emphasis on drawing forth from each subject reactions to the demonstration just observed and to the ideas presented in it. No writing or recording was done during the interview, but the supervisor used certain key questions to elicit opinions and attitudes. Of course, under such circumstances, the interviews were somewhat different in each case. The interviewer used those opening remarks, comments, and questions which seemed most natural to the particular situation. The interviewer at all times tried to focus emphasis on the demonstrations rather than allowing the interview to become a general discussion of teaching. In many cases, the interviewer made suggestions of ways in which the ideas presented in the past demonstration could be used in the subject's own classroom. Such suggestions were personal and followed the lines of the teacher's own expressed interest. Every followup interview was different, but in each case an attempt was made to make the purposes of the demonstration personal and to help the teacher relate the ideas concerning differentiated assignments, intra-class grouping, multi-media teaching, and self-direction in pupils to her own teaching.

Instrumentation

Instruments were developed or adapted for use in this study in an effort to measure several aspects of classroom behavior, teacher attitudes toward educational problems, and attitudes toward observed demonstrations. The main instruments employed in data gathering included:

Instrument 1	Basic Teaching Procedures Scale
Instrument 2	Classroom Behavior Scale
Instrument 3	Teaching Demonstration Session Rating Sheet
Instrument 4	Teacher Viewpoint Inventory

Each of these instruments is included with guides for their use in Appendix B. These instruments were developed specifically for this project, except for the Classroom Behavior Scale, which was modified from a similar instrument by David G. Ryan.*

The Basic Teaching Procedures Scale

This instrument is composed of 33 items; each item describes some aspect of instructional practice. A five-point rating scale is employed with descriptive criteria designating the high-middle-low points on the scale. The 33 items on this instrument are divided into four groups. Ratings on each cluster of items are combined to form a mean scaled score. The instrument produces four scores designated as follows:

Variable 1	Differentiation of assignments
Variable 2	Use of intra-class grouping

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* D.G. Ryan, Teacher Characteristic Study. Washington, D.C.: American Council on Education, 1960.

Variable 3 Multi-media utilization

Variable 4 Self-direction in pupils

This instrument was designed for, and used, as an observation instrument. Trained observer-analysts, while observing in the classrooms of teacher subjects, studied each item carefully. Marginal notations were employed and ratings on each of the 33 items were made immediately upon leaving the clasroom after the observation session.

This instrument was developed and refined as a result of preliminary use with the first observer-analyst team. A series of three preliminary classroom observations with five to eight skilled observers produced three revisions of the instrument. Inter-observer reliabilities are reported later in this section of the report.

Classroom Behavior Scale

This instrument consists of eight scales used originally in Ryan's studies of teachers' characteristics. This instrument was also used as an observation rating device. Ryan's descriptive criteria for each dimension were rigorously employed. The following items designate the ends of the scales. Descriptive criteria for each pair of terms are in Appendix B.

1. Aloof - Responsive
2. Restricted - Understanding
3. Harsh - Kindly
4. Erratic - Steady
5. Evading - Responsible
6. Disorganized - Systematic

7. Dull - Stimulating
8. Stereotyped - Original

Each of these dimensions is used on a seven-point rating scale. The first three ratings are combined to provide a mean scaled score which is variable five, "Understanding," in this study. Scales four, five, and six are combined to form variable six, "Businesslike," for this study. Scales seven and eight are combined to form variable seven, "Stimulating."

Teaching Demonstration Session Rating Sheet

This instrument was used by each teacher and student subject immediately following the viewing of each demonstration. A copy of this instrument is included in Appendix B. It was designed as a very simple five-point rating scale on which personal reactions to demonstrations could be recorded. These session ratings provided clues to the assessment of the quality of the demonstrations and teacher attitudes toward the project.

Teacher Viewpoint Inventory

This instrument consists of 45 items, describing school problem situations and asking for multiple-choice responses from teacher and student subjects. A copy of this instrument is in the Appendix B. A wide array of items dealing with problems of use of materials, classroom control, disciplinary procedures, approaches to learning difficulties, and academic standards were included. This was an effort to assess teacher attitudes toward a broad array of problems related to individualizing instruction and maximizing individual educational

Observational Technique

To a very large extent, the data for evaluating the effectiveness of the teaching demonstration project and for assessing change in teacher behavior were derived from classroom observation procedures. The two major instruments used to measure various aspects of teaching were employed on the basis of several observations in each classroom of each teacher subject. Because of the crucial nature of these observation data, the selection and training of observers to produce highly reliable results and the establishment of extremely systematic observational routines were given careful attention.

In brief, the observation data gathering activities involved a team of observers visiting the school system for a period of three to four days. On each of three test occasions, a carefully prepared schedule of observation was developed by local staff personnel, observer-analysts were assigned in such a way as to secure three observations of approximately 30 minutes in duration on each teacher subject by three different observers during each test period. Observations were scheduled, as far as possible, so as to occur in different hours of the day so that three different time samples representative of a least three segments of the teaching day were obtained. Teachers were alerted to expect the observers. They were encouraged not to make any special preparations. They did not know who the observer would be, or the precise hour when he would arrive.

Observer Selection

Observers were a carefully selected group of experienced teachers. Some of them were graduate students doing advanced graduate work at the University of Texas. Others were drawn from the consultative staff of a Texas Education Agency, while others were practicing supervisory personnel from selected public school systems. In no case was an observer-analyst who had any direct relationship to the project, or who was in any way connected with the school system or its staff selected.

Observer-Analyst Training

Observer teams prior to each of the three test periods were carefully trained and re-trained in the use of the two observation instruments. In each case the observation instruments and the guides for their use were made available several weeks in advance of the actual scheduled observation period. Small group training sessions were held in which the observation instruments were used with a 16 mm sound filmclip of primary teaching, followed by a comparison of the ratings and a discussion of the problems.

Further training activities involved simultaneous group observations in primary classrooms. Five to seven observer-analysts would watch the same teacher, make independent ratings on the instruments, and follow this with a discussion and a comparison of results.

A final training activity involved the use of a video taped recording of a complete lesson by a primary teacher in which an entire observer-analyst team would view the tape, prepare the instruments, and discuss the results. As a result of these and other informal training activities, observers became very familiar with the instruments and used them with much facility.

Observational Routines

The basic observational routine was for the observer to enter the classroom on schedule and sit in the back of the room or in some inconspicuous position. Ratings were not made in the classroom, but the instruments were perused systematically while in the classroom. Marginal notes were made on the observational instruments. Observer-analysts were instructed to refer systematically to every item on each of the two instruments and to make both mental and written notes of any relevant evidence observed in the classroom situation. Immediately upon leaving the classroom, each observer made a complete set of ratings on the classroom events just observed. Ratings were made to describe as accurately as possible what had actually transpired. These instruments were then filed and the process repeated in the next assigned classroom.

Inter-Observer Reliability

Data are presented in the table below to reflect inter-observer reliability. Ratings on each instrument used by observer-analysts were made simultaneously in a training situation using actual teaching or a video-taped lesson. The analysis of various observer-analysts' ratings for each variable for each of the three test periods are shown. Fairly consistent ratings are reported for nearly all variables for the various test periods.

A substantially different group of observer-analysts were employed in the third (post-2 followup) test period. This change in individuals was purposely arranged to reduce observer bias.

TABLE 1
SPEARMAN-BROWN PROPHECY ESTIMATES
OF INTER-JUDGE RELIABILITY*

Testing	Reliability**	Number of Raters
Sept., 1964	.937	6
April, 1965	.970	10
Feb., 1966	.950	8

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[*] Based upon an N of 41 ranked raw variable scores obtained from the Basic Teaching Procedures Scale (33 items) and the Classroom Behavior Scale (8 items).

[**] All significant at .01 level or better.

Data Analysis Procedures

The three major instruments used in this study provided two sets of scaled scores for each teacher subject. Each set of scores included scores for each of the eight variables previously described. Student subject data included only variable eight. For all subjects, pre-test and post-test data were analyzed to provide change scores.

Mean Scaled Scores

For the Basic Teaching Procedures Scale, each of the ratings on each of the scales by each observer for each teacher during a given test was combined, and an arithmetic mean rating was derived as a mean scaled score. For example, if in a pre-test series of observations three observers rated teacher subject 19, the ratings for each observer on the instrument would be combined to provide a mean rating for differentiation of assignment, intra-class grouping, multi-media utilization, and self-direction in pupils. Hence, each measure on each variable for each trial or test period consisted of the mean rating of three observers.

The same procedure was used with the Classroom Behavior Scale so that mean scaled scores for understanding, businesslike, and stimulating behavior variables are the combined ratings of three observers.

In the case of the Teacher Viewpoint Inventory, all subjects completed this instrument themselves. Their responses to the inventory were scored on the basis of weightings derived from expert judgments.

opportunity for pupils.

An expert panel was used to develop the scoring system for this instrument. This panel included experienced administrators, supervisors, and college teachers with special interest in elementary education. Various options for each item were given weighted scores based on the judgments of the expert panel as to the most and least appropriate responses for effective teaching practice.

All subjects completed the Teacher Viewpoint Inventory a week before the initial demonstration was presented. No discussion of any item was permitted before or during the test session. The same procedures were followed at the end of the project when the same instrument was administered again. This instrument was scored simply by computing mean scores for all items combined.

A mean weighted score for all 33 items of the instrument provided a single scaled score for use as a measure of variable eight.

Selecting High-change and Low-change Subjects

Because it was not possible to do post-2 followup observations on all teacher subjects, it was decided to select a limited group or "restricted sample." The restricted sample was chosen using the following procedure.

> Four groups of equal number were formed by ranking the sum of the four scale change scores on the Basic Teaching Procedures Scale. After these four scales were added and ranked, the highest five and the lowest six ranked teacher subjects within each of the four groups were selected. This resulted in a total of 44 to be included in the post-2 followup.

Four of the 44 subjects selected for the restricted sample were not available for followup observations. Two of those not available were in the observation only group, one was in the observation and individual followup group, and another was in the control group.

Post-2 followup observation data were gathered in exactly the same way, via classroom observations, as in pre-test and post-1 test situations. Scores were scaled in exactly the same way. In one instance, it was not possible to observe a teacher subject three times during the post-2 followup observation period. In this instance, the one set of observation ratings was used as though it were the same as the others.

Formation of Strong and Weak Intervention Groups

The control group and the observation only group were combined in the restricted sample to form the "weak intervention group" for analyses reported on this basis. On the other hand, the observation plus group followup and the observation plus individualized followup groups were combined to form the "strong intervention group" for these same analytical purposes.

Statistical Procedures

In all statistical analyses of data, mean scaled scores are used for each variable independently. Data for each variable were submitted to analysis of variance computations. The data were submitted to a 2x4 analysis of variance where one dimension was the pre-post test change scores and the other was the four experimental groupings. In the post-2 followup test, the data for the specially formed groups were submitted to a 2x2x3 trials analysis of variance. In this case one dimension was the degree of experimental treatment, while another was the degree of change (high versus low on the first test administration), and the three trials represent the three separate test periods over time. A similar analysis was used with post-2 followup data with one dimension as the experimental groupings while the other dimension was the quality of demonstrations.

THE TEACHING DEMONSTRATIONS

Of fundamental importance to all aspects of the project was the series of teaching demonstrations. From the selection of the demonstrating teacher to identification of teaching and demonstration objectives, through the detailed planning, and finally to the presentation of the demonstration itself, every aspect of this process was of utmost importance. Each of the series of nine demonstrations was individually planned to provide a unique experience for observers. Each demonstration was, however, developed within the overall framework of the project. Each demonstration presented a lesson dealing with one or more aspects of the language arts instruction. In every demonstration, methodological emphasis was given to one or more aspects of differentiation of assignment, use of a variety of materials, intra-class groupings, and providing for self-direction in pupil learning. Each of the nine demonstrations is listed below and briefly described as presented to viewers.

A brief description of each of the nine demonstrations as presented to viewers follows. Also included are protocols of two illustrative demonstrations (seven and eight) prepared from the video-tapes recorded simultaneously with the live viewing. Nonverbal behaviors of both teachers and students were added in proper sequence to the typescripts by a project staff member. In final editing, the names and identifying comments were changed to maintain anonymity.

DEMONSTRATION # I - CREATIVE WRITING

Lesson Topic: Self-expression through creative writing with emphasis on initiating a class newspaper

Teacher: Mrs. Jane Hart* Class: Third Grade

Number of Pupils: 26

The Lesson in Brief

Mrs. Hart presents several newspapers displayed on charts and bulletin boards around the room to the children. Parts of a newspaper with which the children are familiar are discussed, and then the children are asked if they would like to create their own newspaper as a cooperative class endeavor. Then Mrs. Hart asks, "If we were to make a class newspaper, which would you like to do?" The children who are very enthusiastic, rapidly volunteer to do many parts of the paper and form themselves into five activity groups.

Group I. The eight children in this group work at a large table in the center of the room on the following individual assignments:

(a) Story writing (original)

(b) Story writing (picture inspired)

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* The names of the teachers have been changed in these summaries. A list of participating demonstration teachers is included in the appendices.

(c) Letter writing

(d) Poetry writing

Group II. The five children in this group are seated at a table on the right side of the room. They write captions for pictures.

Group III. The four children in this group are seated around a table at the back of the room. They draw cartoons and label pictures.

Group IV. The five children in this group work at a table on the left side of the room. A primary typewriter is on a table nearby. The children in Group IV make the masthead for the newspaper and type headlines for the "paste-up."

Group V. The four children in this group paint pictures around a table at the front of the room.

All children are allowed freedom of movement and of discussion within their own group and are also free to move to another group. The children help each other while Mrs. Hart moves from table to table helping each group to get started and then checking progress.

All finished products are mounted on a large paste-up newspaper. The paste-up is excellent. Later, the entire paper was duplicated and sent home. Plans were made to make the paper (Garner-3 News) a bi-weekly production to be continued throughout the year.

Lesson Plan

I. Objectives

   A. To create an interest in self-expression through creative writing

   B. To give each child the opportunity to choose his own area of expression and provide him with the necessary materials to carry it out

   C. To place before the children the ultimate goal of displaying their creative efforts in the form of a class newspaper

   D. To provide an opportunity for a cooperative class endeavor in the making of a paste-up of their class newspaper

II. Procedure

   A. Introduction

      1. The children are introduced to newspaper displayed on charts and bulletin boards.

   B. Discussion

      1. The pupils are guided to a discussion of newspapers with which they are familiar.

      2. The following questions will be asked to stimulate discussion and planning:

         a. What is a newspaper?

         b. What can we read in a newspaper?

         C. If we were to make a class newspaper, what would you like to do?

         d. What materials would we need?

C. Activities for individual and group assignments

1. Story writing (original)
2. Story writing (picture inspired)
3. Letter writing
4. Writing captions for pictures
5. Poetry writing
6. Cartoons
7. Drawing or painting and labeling pictures
8. Making masthead and headlines for paste-up

D. Culminating activity of today's lesson

1. Placing of the pupil's contribution on the paste-up
2. Discussion of how a small class newspaper can be made and distributed to the class
3. Further plans for, perhaps, a bi-weekly newspaper as a continuing activity through the year

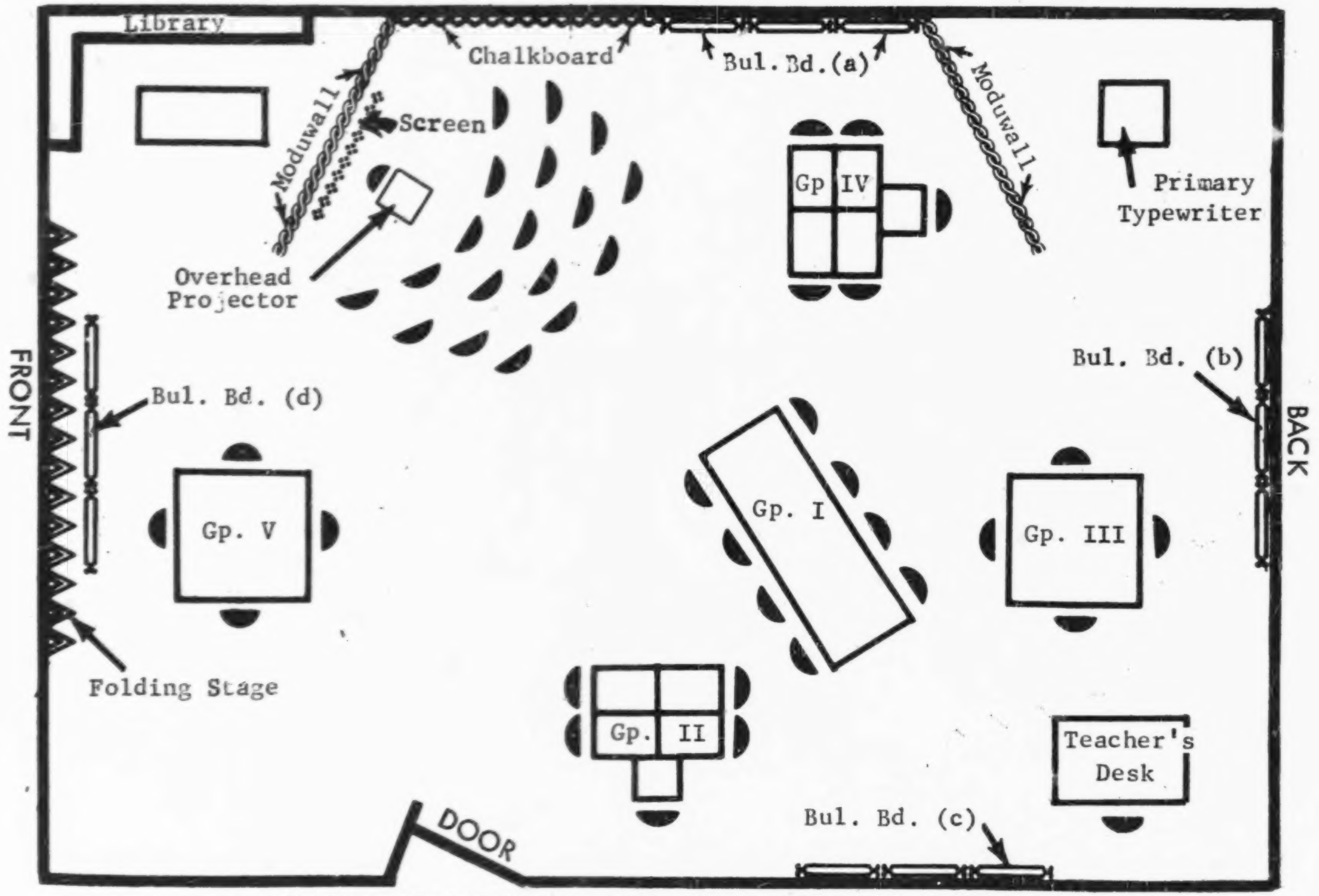
E. Materials and media to be used

1. Sentence strips
2. Large manuscript paper
3. Art paper for original pictures and cartoons
4. Crayons, paint, paste
5. Bulletin boards
6. Primary typewriter
7. Overhead projector

Physical Arrangements

Five large tables are arranged at random in the room. Group IV uses a table near the left side of the room, and this group is provided with a primary typewriter on a small stand nearby. The bulletin boards and several charts display parts of newspapers.

A half-circle pattern of 18 individual desks and chairs is arranged facing an overhead projector and screen on the left side of the room.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 1
CREATIVE WRITING-NEWSPAPERS

DEMONSTRATION # 2 - READING

Lesson Topic: Basic reading activities in a traditional reading development program

Teacher: Mrs. Frieda Dawson

Class: Third Grade

Number of Pupils: 31

The Lesson in Brief

The lesson is based on a developmental reading program. Mrs. Dawson organizes her class into four subgroups: one group of five children below grade level, two groups of ten children at grade level, and an individualized reading group of six children. The six children in the individualized reading group select library books from shelves at the front of the room while the other three groups work in basic texts of three different levels.

Mrs. Dawson spends a brief period giving directions and checking progress of the three groups working independently, and the rest of the demonstration period is taken up with oral book reports by children in the individualized reading group.

Lesson Plan

I. Objectives

A. To motivate each child to full reading:

1. Developmental
2. Functional
3. Recreational
4. Enrichment

B. To inspire each child to want to read and enjoy it

C. To provide experiences with reading to enrich each child so that what he reads can be applied to his own life

D. To use all word attack skills to give each child a feeling of security in the reading he does

E. To foster a love for good books

These objectives are applied to each reading group so that they are also the specific objectives in each lesson.

This class of 31 has been divided into four groups. The following criteria is used:

A. Scores on Ginn's Readiness Test

B. Scores on Ginn's Standards for Oral Reading

C. Scores on Ginn's Standards for Silent Reading

D. Weekly Reader reading

E. Ability to use word study skills

F. Length of attention span

G. Scores on comprehension tests

H. Teacher observation

I. Interests (children's requests considered)

Two children requested places in a group reading at a lower level because they felt a need for more help. Another child requested a place in a group reading at a higher level. These requests were granted, and all three children are working happily.

II. Procedures

While one groups reads, the others are doing independent work. This may be workbooks, teacher-made worksheets, question and answer sheets, culmination activities, or other well-planned, thought-provoking work.

III. Groups

A. Individualized Reading Group III (six children)

In this group the children are independent, expressive readers and have almost 100% comprehension. All are fluent and imaginitive and can easily apply reading to other areas of learning. They have done both basic and individualized reading. They have chosen from varied fields of interest for "Book-Selling" which is the way of reporting on books they read.

B. Jets: Basic Reading Group II (ten children)

These are not as fluent as the Individualized Group but can relate reading to their own experiences with a little encouragement. They will read other stories relating to the subject. Work is done on articulation, expression, and fluency. More practice is done on oral reading. Comprehension is checked closely.

C. Basic Hi-Lows: Basic Reading Group I (ten children)
In this group, reading is on third grade level. It requires more enrichment work and more phonetic, structural, and context clues. Attention spans are short and interest spasmodic. Signs of immaturity are more evident. Much more work is done on phrasing and complete sentence thought.

D. Special: Group IV (five children)
This group is reading on second grade level. Third grade level seemed to be frustration level. (This was backed up by the criteria for grouping.) It contains free reading and instructional levels.
These things are considered:

1. Need for use of varied media
2. Need for shorter sentences
3. Need for more re-reading
4. Need for more detailed word study skills
5. Need for shorter stories

Each step is to insure, if possible, a secure feeling in the reading done.

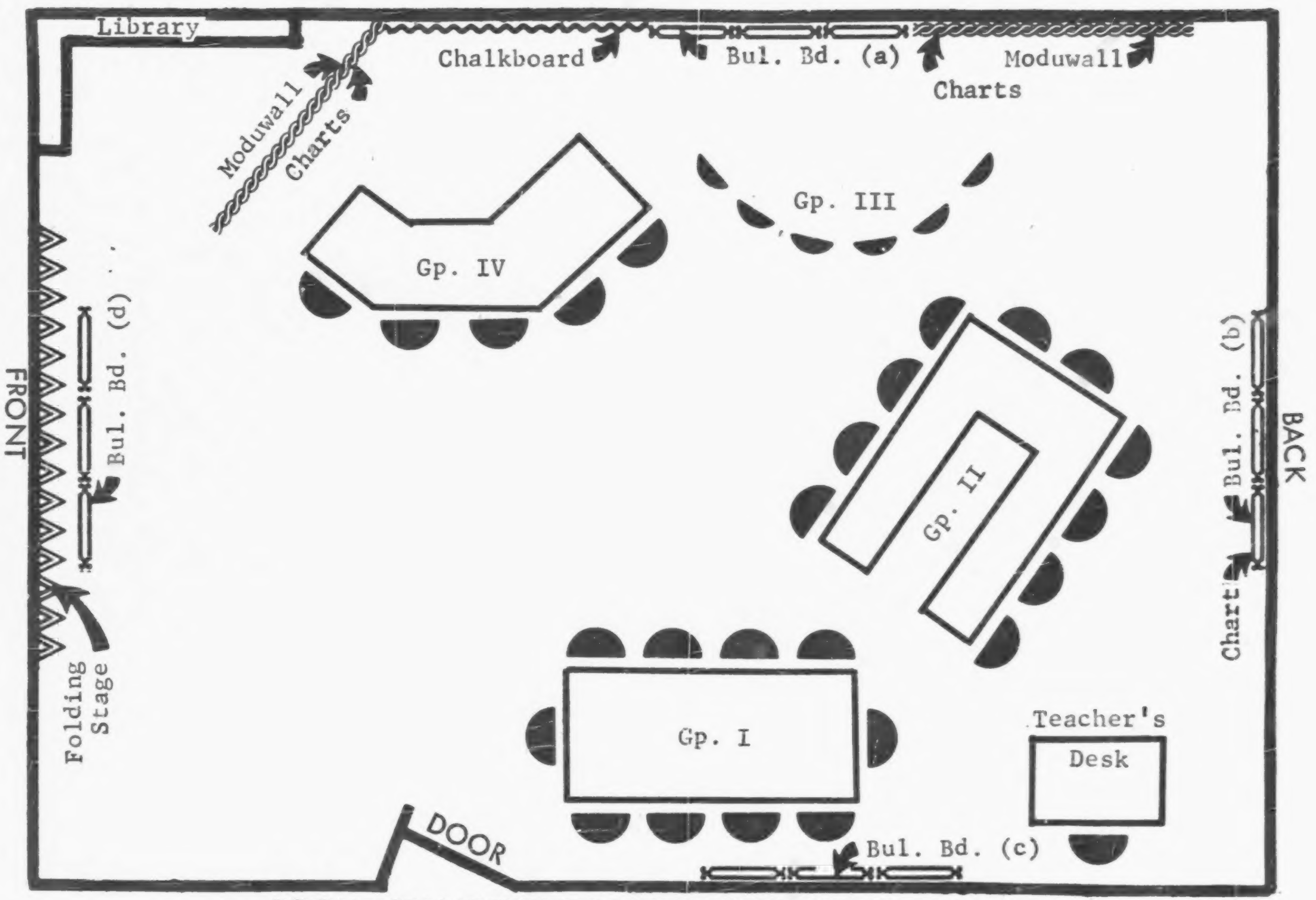
IV. Materials Used

1. Basic texts
2. Workbooks
3. Charts

4. Chart tablets
5. Felt board
6. Felt pens
7. Cursive writing guide
8. Pocket chart
9. Dictionaries
10. Art supplies (several)
11. Sentence strips

Physical Arrangements

No audio-visual aids or special techniques are used other than the library books. The room is attractive. The reading pocket charts, sentence strips, felt board, and cursive writing guide chart on display are related to the lesson.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 2
BASIC READING

DEMONSTRATION # 3 - READING

Lesson Topic: Basic reading developed around a unit entitled "The Thanksgiving Story"

Teacher: Miss Marion Bynum

Class: Third Grade

Number of Pupils: 31

The Lesson in Brief

The teacher organizes six subgroups to work on reading activities related to Thanksgiving. One group reads and dramatizes a Thanksgiving story, and a second group reads and discusses the poem, "Thanksgiving Day." A third group divides words into syllables, and a fourth group completes an exercise on beginning consonant sounds. The children in group five locate reference materials, and children in group six create a mural.

Group I. The six children in this group are independent and expressive readers. They read and discuss a story, "Janie's Thanksgiving," from a fourth grade basal reader. After reviewing background for understanding the story, Miss Bynum presents the new words on the overhead projector. She asks direct questions, and the children skim the story and quickly locate the new words in the text to establish clearer meaning. They read key paragraphs aloud. Miss Bynum reviews basic ideas about Thanksgiving with the pupils, gives brief directions about a dramatization, and leaves the group.

The children elect a group chairman and assign their own parts for a dramatization of the story. They read their parts aloud and show much enthusiasm for the adventure story.

Group II. The 10 children in this group are average third-grade readers. Miss Bynum asks the children to listen to word clues that will express the poet's feelings as she reads the poem, "Thanksgiving Day." In answer to questions by the teacher, the pupils read single verses aloud and talk about the mood of the poem. This activity is followed by a choral reading of the poem by the entire group. Miss Bynum then gives brief directions and leaves the group. They work together, independent of the teacher, on an original, modern Thanksgiving poem.

Group III. The six children in this group are third-grade level readers who have to strive hard to keep up. The pupils require more phonetic, structural, and context clues for mastery of words. The children have been given worksheets with an exercise of word study skills to complete. They divide words into syllables and underline meanings of words in the Indian story, "Blue Cornflower." They work independetly until Miss Bynum joins the group checks on pupils' progress, and then guides their reading of the above story.

Group IV. The two children in this group are reading on second-grade level. They were weak on initial consonant sounds. Miss Bynum moves to their table and checks their worksheets. They answer several questions and resume their work as teacher moves to another area.

Group V. The five children in this group are average third-grade readers. They are locating information from library reference books in order to complete assignments about Thanksgiving. They each have been given a worksheet listing 20 words to be used in an original Thanksgiving story. They work alone, independent of the teacher until she comes to check on their progress. Several children are observed quietly helping others in the group.

Group VI. The two children in this group are average third-grade readers. On a paper-covered bulletin board at the back of the room, they draw and color with crayons a Thanksgiving mural showing the history of the holiday in sequential order. Upon completion of their work, children from other groups are free to join in creating the mural.

Lesson Plan

I. Objectives

To motivate each child to read to the best of his ability through:

- A. Reading activities adapted to fit the needs of small groups (All activities are related to the Thanksgiving unit.)
- B. Independent reading planned around materials covering the unit
- C. Reading designed to meet the needs of superior as well as less proficient readers
- D. Experiences of working together to create something beautiful, and at the same time providing meaningful backgrounds for reading.

E. Providing variations in assignments and reports

II. Observer objectives

A. Awareness of multi-media teaching

1. Overhead projector
2. Art materials
3. Tape recorder
4. Bulletin board
5. Flannel board
6. Chart tablet
7. Globe
8. Library books
9. Record player

B. Awareness of intra-class grouping

1. Groups are working on related tasks.
2. Superior pupils help less proficient ones.

C. Awareness of self-directed learning

1. Children from groups are free to develop a mural as they wish.
2. Pupils have choice of using library to locate information on assignments.
3. Pupils work independently with seat work.

D. Awareness of differentiated assignments

1. Pupils are doing enrichment work.
2. Materials are used on different levels of ability.

III. Procedure

Group I. In this group children are rather independent and expressive readers. "Janie's Thanksgiving," the story for today, is from a fourth-grade reader. The guided reading includes:

A. Acquiring background for understanding the story

B. Discussing new words

C. Setting purposes for reading the story

D. Oral interpretation of the story

E. Skimming to locate answers

F. Re-reading to prepare a dramatization

Group II. This group is an average third-grade reading group. They are not quite as fluent and independent as group one. Their activities include:

A. Developing readiness for listening

B. Reading the poem, "Thanksgiving Day," to have pupils get the poet's feelings

C. Pupils read single verses aloud to give enjoyment to the listeners.

D. For related activities pupils do a choral reading of the poem

E. As a co-ordinating activity pupils write an original poem.

Group III. This group is reading on third grade level. One or two were border line, but they strive hard to keep up. These pupils require more phonetic, structural and context clues for mastery of words. Pupils are doing exercises dividing words into syllables, and underlining meaning of words in the Indian story, "Blue Cornflower," prior to guided reading.

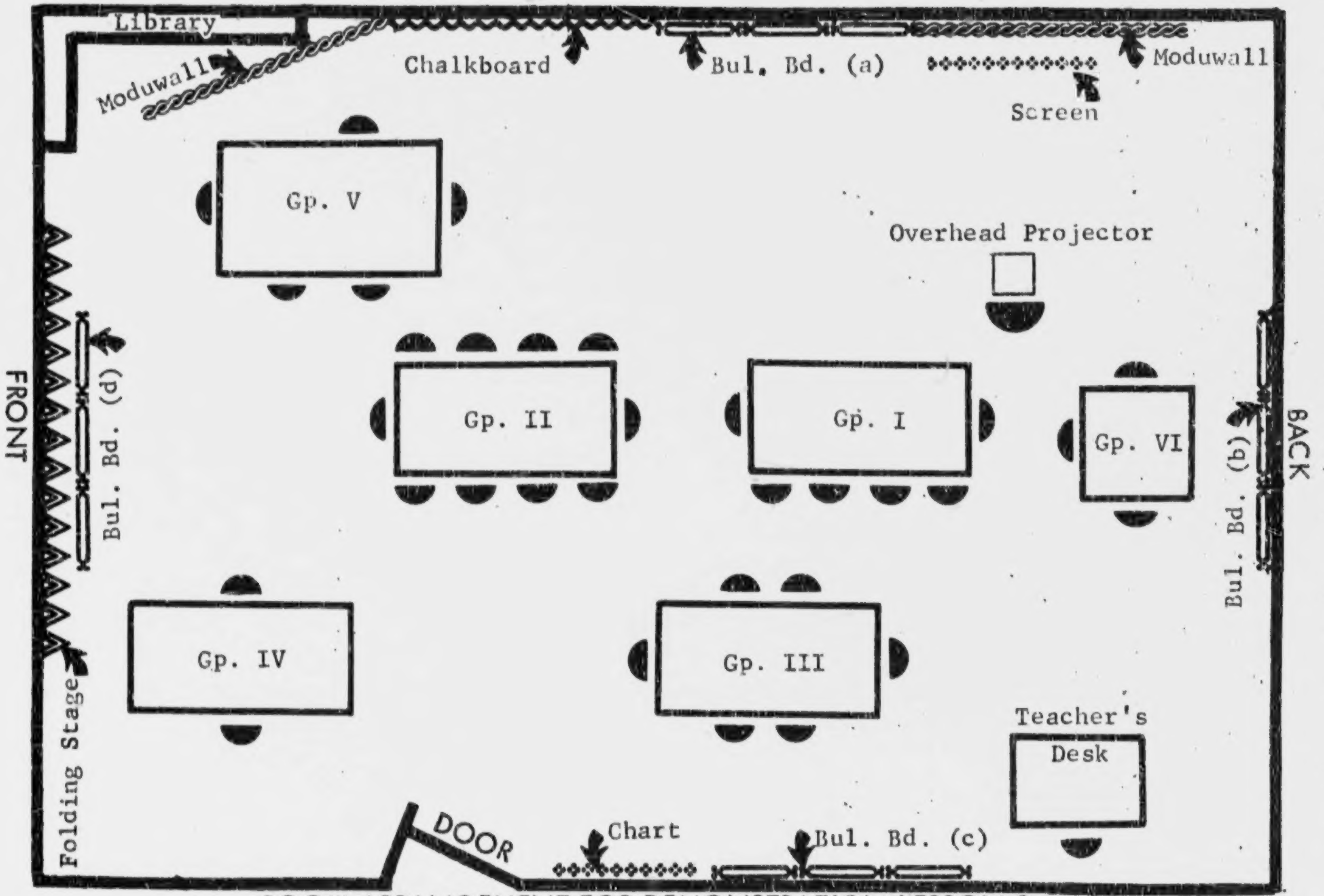
Group IV. This group is reading on second-grade level. They are weak on initial consonant sounds and word attack. They are doing exercises which will help to strengthen these areas.

Group V. Pupils in this group are average third-grade readers. They are locating information on assignments about Thanksgiving.

Group VI. This group is creating a Thanksgiving mural. They are average third-grade readers.

Physical Arrangements

Four large tables are arranged in two rows near the center of the room for group reading activities. Group I uses an overhead projector and screen. Another table at the left front of the room near the library is used by the children in Group V who are locating reference materials. Group VI uses a table near the bulletin board at the back of the room.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 3.
BASIC READING

DEMONSTRATION #4 - SPELLING

Lesson Topic: Structure and use of words as a means of improving oral and written expression

Teacher: Mrs. Alice Duncan Class: Third Grade

Number of Pupils: 26

The Lesson in Brief

The lesson is based on a regular spelling lesson from the textbook entitled, Spelling K Sounds. During the first fifteen minutes of the lesson, the teacher presents the word list to the class as a whole. Mrs. Duncan presents pictures of objects whose names are spelled with each of the letters making the k sound. She supplements the lesson with seasonal words to broaden the vocabulary: Christmas, candles, cookies, and Santa Claus. The pupils recite each spelling word as each picture is presented; the teacher discusses the meaning of each word. Pupils locate the letter or letters making the k sound and are asked to talk about other sounds in the word. Each of the spelling words is used orally in a sentence and divided into syllables: chic/ken, sec/ond, can/dles, cook/ies, and Christ/mas.

Following this introduction of words, sounds, and meanings, the teacher organizes three subgroups as follows:

Group I. These nine children use pictures as motivation and write original stories using as many of the spelling words as possible. A chart with "Helps for writing a paragraph" is beside the table of this group.

Group II. The eleven children in this group use the spelling words in original sentences and underline all the new words. A chart, "Good English Habits," is near their table.

Group III. The six children in this group make a bulletin board display with pictures and words using the k sound. The children in this group also practice spelling the words with the aid of a tape recording of the lesson made earlier by the teacher. The tape recorder is on a table near the bulletin board at the back of the room.

After completion of the group activities, Mrs. Duncan calls the entire class together for evaluation. The children from Group I share their stories with the class, each child from Group II reads at least one of his sentences to the class, and the entire group constructively criticizes the bulletin board. There is a brief discussion of ways to improve each of the three activities.

Homework assignment sheets are then passed to the children and explained. The assignment requires that review words for a trial test be studied for dictation. They are presented on a mimeographed sheet along with sentences in which the words are used.

Lesson Plan

I. Objectives

- A. To present words with the k sound and to study letters making the k sound
- B. To stress the importance of combining auditory and visual clues in spelling
- C. To develop interest in using spelling words as a means of expression
- D. To broaden the vocabulary by teaching words appropriate to the season
- E. To review syllabication
- F. To provide interesting and profitable group experiences with words
- G. To stress correct letter formation
- H. To further practice in alphabetizing for skill in using dictionary and card catalog

II. Procedure

- A. Motivation (class-as-a-whole)
  1. Present pictures whose names are spelled with each of the letters making the k sound
  2. Ask pupils to say picture words
  3. Discuss meaning of words

B. Work session (class-as-a-whole)

1. Ask pupils to repeat spelling words and find letter or letters making the k sound
2. Talk about other sounds in the words
3. Use words in oral sentences
4. Divide all two-syllable words as chicken

C. Group activities

Table 1. Using pictures as motivation, write stories using as many of the spelling words as possible

Table 2. Use spelling words in original sentences underlining new words

Table 3. Make bulletin board display showing words with k sound and practice spelling the words with aid of a tape recorder and taped spelling lesson

III. Materials

A. Chalkboard, chalk

B. Pictures, paste

C. Bulletin board

D. Writing paper, pencils

E. Tape recorder, teacher-prepared tape

F. Mimeographed spelling lists

G. Textbooks

IV. Evaluation

- A. Proof read stories and share them with class
- B. Share part of original sentences, with each child reading at least one of his sentences to the class
- C. Constructively criticize bulletin board
- D. Discuss ways to improve each activity

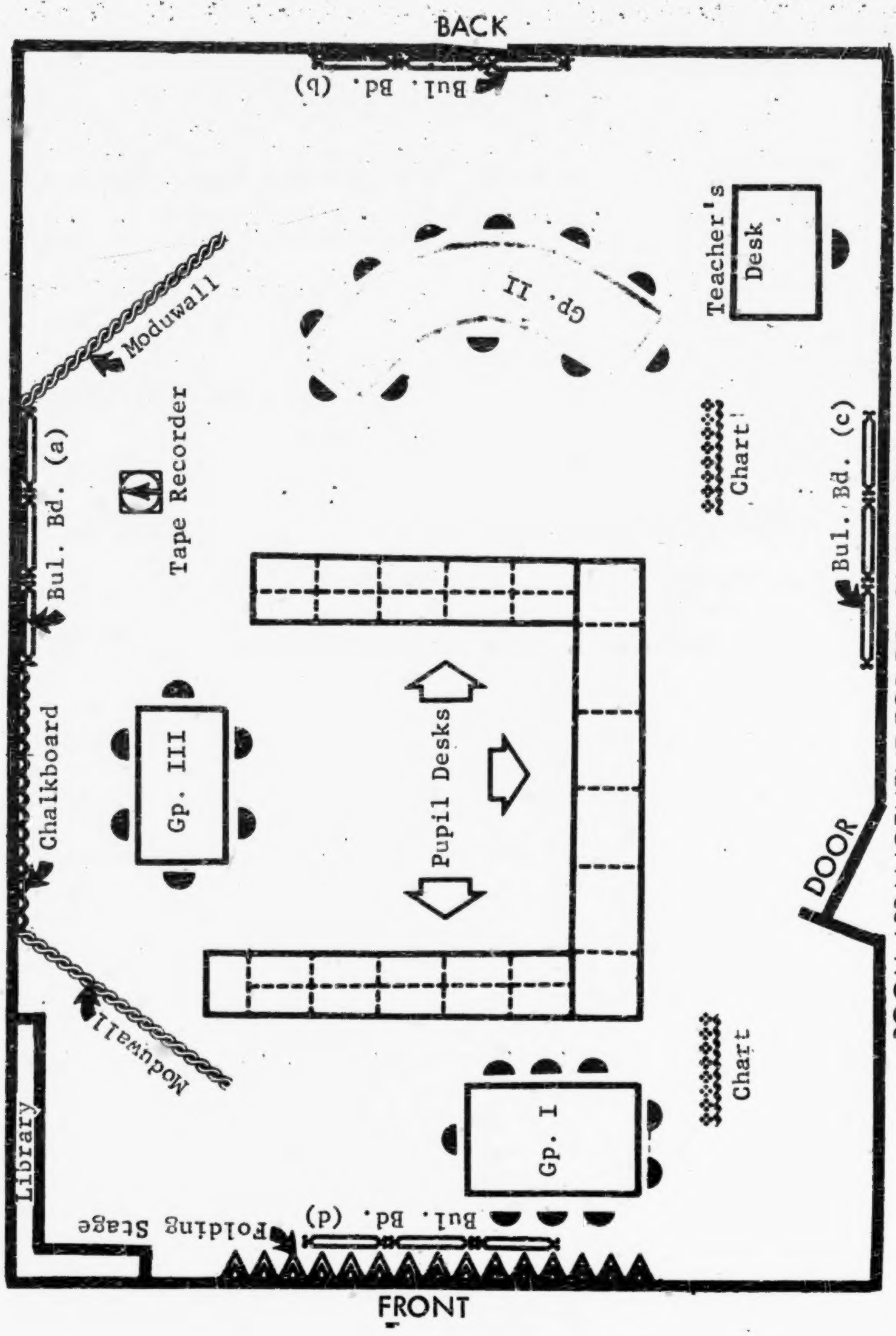
V. Homework assignment

- A. Review words for trial test
- B. Study sentences for dictation

Physical Arrangements

A U-shaped pattern of individual desks and chairs is arranged facing the left side of the room. The total class is seated here facing a chalkboard and bulletin board. A cluster of small tables toward the rear of the room provides work space for Group II, and a chart stand is nearby. Another cluster of tables is arranged at the front of the room for Group I with another chart stand in clear view. Group III uses a table near the bulletin board (a) on the left side of the room, and this group is provided with a tape recorder on a stand nearby.

At the front of the room, a bulletin board (d) is on display using the "extra" words reflecting the coming Christmas season.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 4.
SPELLING

DEMONSTRATION #5 - LANGUAGE ARTS

Lesson Topic: Oral language and listening

Teacher: Mrs. Laura Marsh

Class: Second Grade

Number of Pupils: 26

The Lesson in Brief

During the first five minutes, Mrs. Marsh reviews with the entire class the characteristics of good oral language and good listening and briefly reviews a story, "The Red Shoes." Following this introduction, the teacher organizes three subgroups as follows:

Group I. The sixteen children in this group discuss the story, "The Red Shoes," with the teacher. They present their illustrations on transparencies, using the overhead projector, as they tell their reactions to the story.

Group II. The five children in this group develop a mural after listening to an oral description of a winter scene.

Group III. The five children in this group listen to a teacher-taped story, "Horton Hatches the Egg."

After completion of the group activities, Mrs. Marsh calls the entire class together for a brief follow-up review and evaluation of the completed unit.

Lesson Plan

I. Background Information

Pupils in this class are in the second week of a unit on oral language and listening.

One group has read and completed comprehension skills for "The Red Shoes." This is a story of Snipp, Snapp, and Snurr and the pleasure they find in earning money for Mother's red shoes. Pupils in this group will show and tell of their reaction to the story by using the overhead projector and transparencies they have made.

II. Objectives

- A. To improve speaking and listening skills
- B. To encourage use of accurate and concise language
- C. To establish an atmosphere in which pupils may feel free to express themselves
- D. To help pupils construct good, clear sentences
- E. To provide opportunity for pupil contribution
- F. To help pupils listen actively and thoughtfully

III. Procedure

- A. Introduction
    1. Review of characteristics of good oral language
    2. Review of characteristics of good listening
    3. Brief review of story

B. Discussion (possible questions to be used for discussion):

1. Recognition and Recall
   - a. What were the boys' names?
   - b. What kind of clothes did they wear?
   - c. How did their clothes change color?
   - d. How did they look on the way home?
   - e. What kind of pet did they have?
   - f. What did they tell Mother about their day?
2. Demonstration of Skill
   - a. Could you show how Snipp painted the fence?
   - b. Could you show how Snapp cleaned the chimney?
   - c. Could you show how Snurr worked in the flour mill?
   - d. How would you earn money for a gift?
3. Comprehension and Analysis
   - a. Why did they have to put their money together to buy the gift? Why didn't they each buy something different?
   - b. Why did the boys ask Mother if she wanted a red wagon or a train or a pony?
   - c. Why did she not want these things?
   - d. Why did they leave home to earn the money?
   - e. How could you tell they were in a hurry? Give me an example
   - f. Why were they in such a hurry?

4. Synthesis
    a. What would happen if the man had sold the shoes to someone else?
    b. What if the shoes had been too small?
5. Opinion
    a. How do you suppose they knew Mother's shoe size?
    b. How do you think Mother liked the shoes?
6. Attitudes
    a. How do you feel when you earn money?
    b. Did you ever spend all your money on another person? How did it feel?

C. Culminating activities and reporting

1. Group I Listening to reporting and showing pictures on overhead projector
2. Group II Developing a mural after listening to oral description of a winter scene
3. Group III Listening to a teacher-taped story "Horton Hatches the Egg"

D. Brief follow-up review and evaluation of the completed unit

E. Materials and media used

1. Art paper
2. Tempera paints
3. Sentence strips
4. Bulletin board

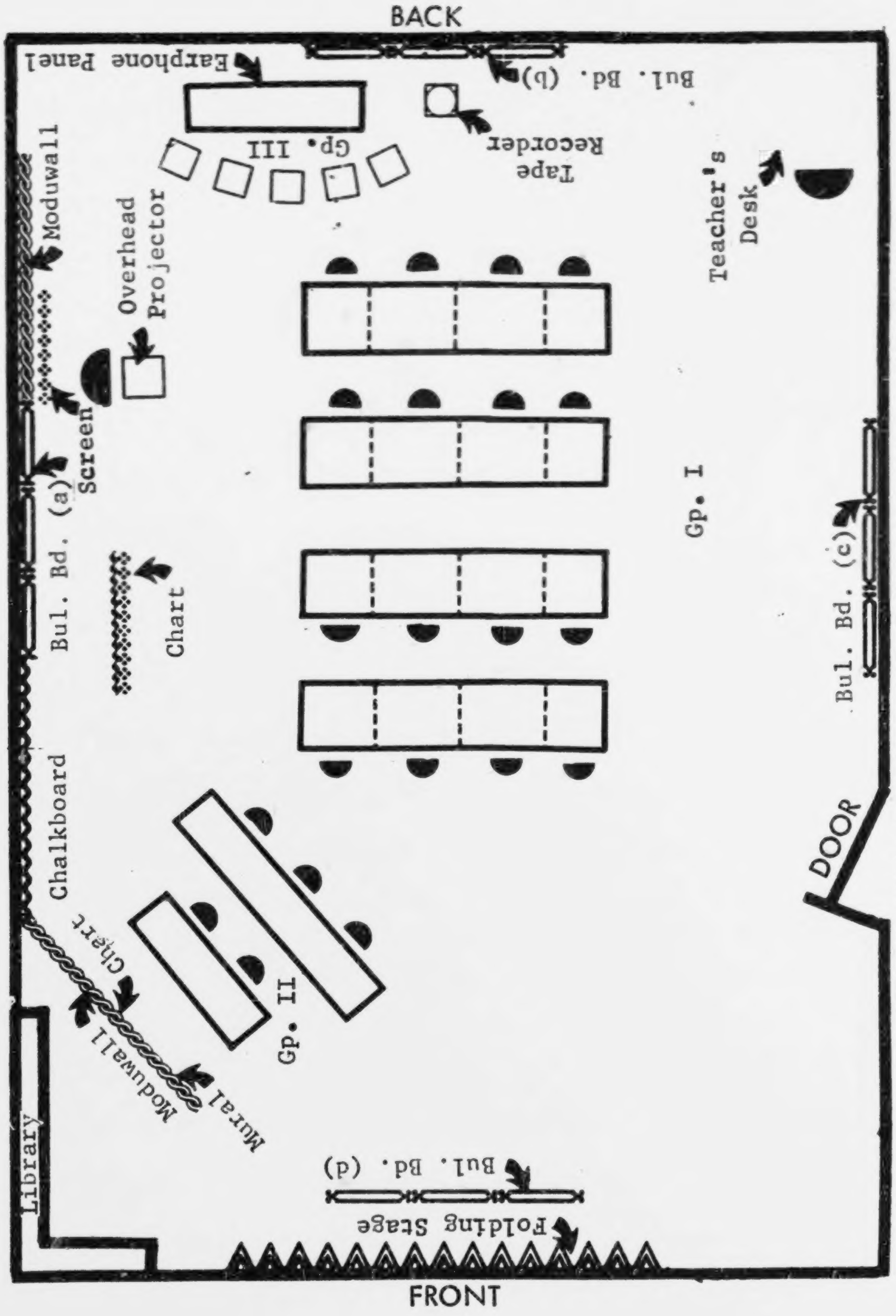
5. Overhead projector
6. Tape recorder (teacher-prepared tape), earphones
7. White wrapping paper
8. Felt point pens
9. Transparencies (pupil-made)

Note: Sequence of Demonstration Lesson

10:00 Introduction - 5 minutes
10:05 Discussion - 10 minutes
10:15 Reporting - 15 minutes
10:30 Follow-up - 5 minutes
10:35 End

Physical Arrangements

The sixteen children in Group I are seated in four parallel rows of individual desks and chairs facing an overhead projector near the left side of the room. A chart rack is nearby. A semicircle of five individual desks and chairs is arranged toward the rear of the room for Group III. This group is provided with a tape recorder and an earphone panel. The five children in Group II create a mural for a bulletin board at the left-front of the room. Their desks face the bulletin board.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 5
ORAL LANGUAGE AND LISTENING

DEMONSTRATION #6 - CREATIVE WRITING

Lesson Topic:	Story writing, song writing, and letter writing		
Teacher:	Mrs. Evelyn French	Class:	Second Grade
		Number of Pupils:	24

The Lesson in Brief

The entire second grade class sings three songs it had composed earlier in the year to a taped accompaniment. Mrs. French then organizes three interest subgroups to show the need for many kinds of creative writing. She spends five minutes explaining group assignments and then moves to the back of the room to work with the children in Group I.

Group I. The eight children in this group write imaginative stories entitled, "If I Were a Grain of Popcorn." Mrs. French has placed a popper and popcorn on the table for motivation, and the children, seated around the table, write as they watch the corn popping in a glass-covered container. They read their stories aloud to the class at the end of the demonstration period. An example follows:

If I Were a Popcorn

"Shiss, I sure don't feel good.
I hope they don't eat me.
Salt! That means they are going to eat me."
"Chew, Chew." "Good-by."

Group II. The eight children in this group are seated around a table at the front left side of the room. A safety chart and a Dolch Word List are on a bulletin board beside the table. This group composes, as a group, a stanza to a safety song they have written earlier. Under the direction of a pupil group-leader, they create a stanza and then sing it to the tune of "Hail, Hail, the Gang's All Here":

Don't run in the hall
Or you may fall
Fall in hall
Don't run in the hall
Or you may hurt yourself

Group III. The eight pupils in this group write and illustrate "thank you" letters to Mr. Thomas, the superintendent, for allowing them to spend three days in the demonstration classroom. They later address and mail them. A chart with correct letter form and spelling for letter writing is used by this group. The letters are conversational, personal, and free from cliches.

Examples follow:

"This room must have cost $500 or more."

"I like the carpets. When you drop a book, you cannot hear it fall."

"How can you keep up with all the schools you own?"

"We like the way you 'dezined' the room."

"You all make us feel at home."

"You 'furnace' us with many good things to use."

Lesson Plan

I. Background Information

Pupils in this class began creative writing in September by writing colorful, descriptive sentences and paragraphs. By now, they have composed letters to be mailed, news stories, fictional stories, poems, songs, and many other kinds of writing.

One of their songs, "Butt'in Billy," is to be presented to music teachers at the State Music Convention in Dallas. They not only wrote the words to this song, but set it to music by "humming" while the music teacher recorded.

II. Teacher Objectives

A. To show the need for many kinds of writing

B. To encourage creative thinking

C. To encourage more independence in writing

- D. To make available the needed assistance in spelling and composition
- E. To maintain a relaxed environment where creativity may flourish
- F. To evaluate writing by using constructive criticism

III. Pupil activities (grouped on basis of interest)

- A. The singing of songs previously written
- B. The writing and illustrating of "thank-you" letters to be delivered
- C. The composition of additional stanzas to "A Safety Song"
- D. The writing of an imaginative story about popcorn

IV. Materials to be used

- A. Tape-recorder--taped accompaniment to singing
- B. Colored paper, crayons, scissors, paste
- C. Charts
- D. Popcorn and popper
- E. Pencils, paper, envelopes
- F. Bulletin boards

V. Sequence of events

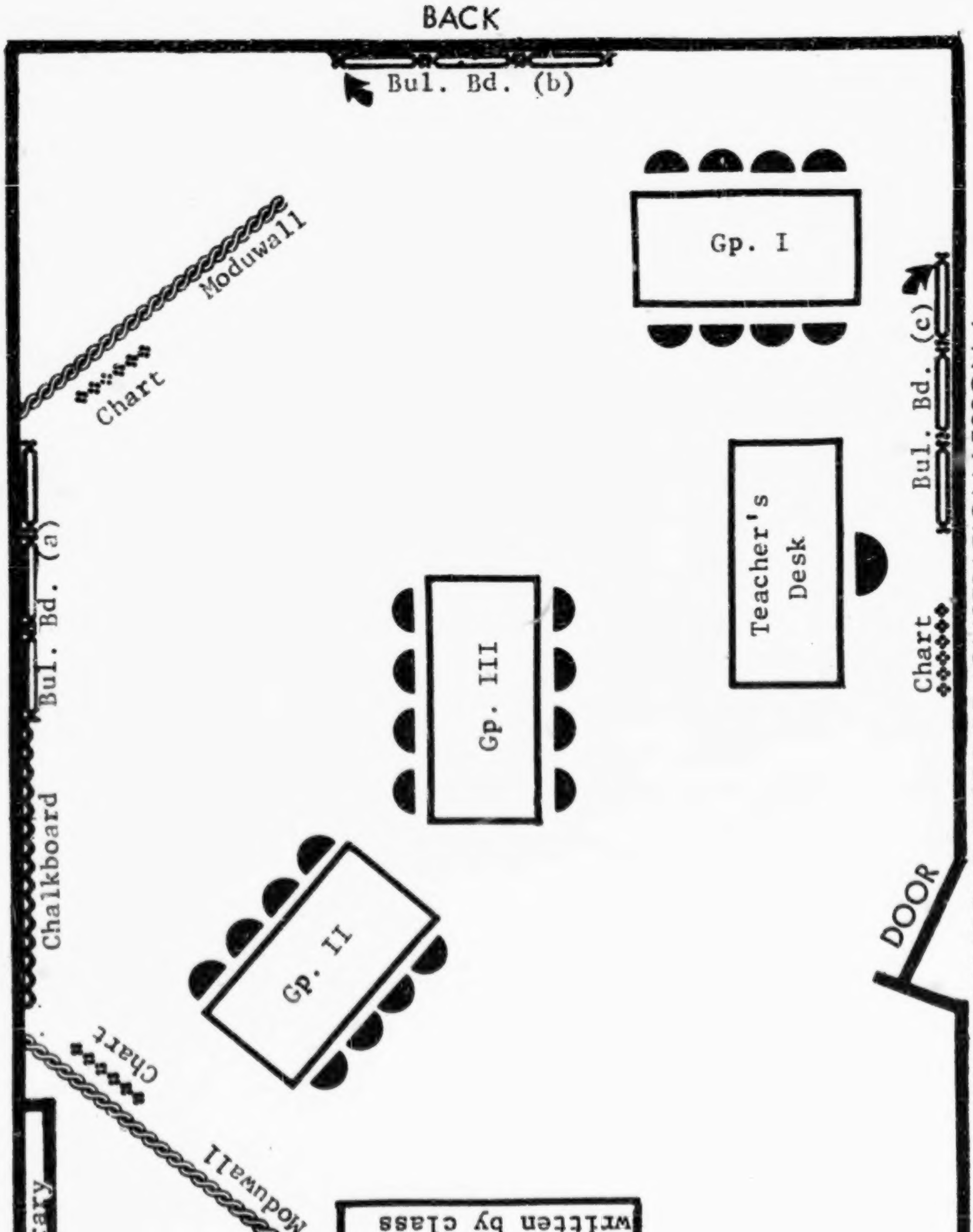
1. Singing - 5 minutes
2. Group assignments - 5 minutes
3. Group I - Teacher working with story-writing group- 10 minutes
4. Group II - Teacher working with letter-writing group - 10 minutes

5. Group III - Teacher working with song-writing group - 5 minutes

Physical Arrangements

The room is attractive. Many charts and bulletin boards are used to help with correct form and spelling. The children are seated around three large tables: Group I at the back of the room, Group II at left front of the room, and Group III near the center of the room.

At the front of the room, a bulletin board displays a safety chart and a Dolch Word List. Seasonal posters are placed on the bulletin board at the front of the room. Arranged on bookshelves below the bulletin board are books of stories written by the class. A chart showing correct letter form and spelling for letter writing is on a chart stand near Group III.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 6
CREATIVE WRITING-SONGS, STORIES, AND LETTERS

DEMONSTRATION # 7 - READING

Lesson Topic: Basic reading activities in a developmental program

Teacher: Mrs. Mary Cameron

Class: Third Grade

Number of Pupils: 32
Girls 17 Boys 15

The Lesson in Brief

Mrs. Cameron organizes four subgroups for reading activities as follows:

Group I. (Reading for Understanding) The nine children in this group use film strips and texts to get story details, to make general comparisons, and for critical analysis. They use the opaque projector to show their own illustrations of film strip stories. They describe each picture and read the captions.

Group II. (Developing Vocabulary) The seven children in this group study sentences and phrases using a pocket chart and study words using a syllabication chart and a teacher-made tachistoscope. They use several word games to develop vocabulary.

Group III. (Reading for Enjoyment) The eight children in this group select individual books (easy readers) from a rolling book rack. They discuss rules for good silent reading and then read from their books. Brief reports of their stories are written to be shared by the class.

Group IV. (Building Reading Skills) The eight children in this group report on research they had done on ginger to acquire background for a story in their basic text. They use several reference books, take brief notes, report to the group, and then read their story silently.

Lesson Plan

I. Background Information:

Pupils in this class are grouped for convenience and according to interest in reading activities. The grouping is flexible in that children can move from one group to another. All pupils will participate in each type of reading activity during the week or before the completion of this unit of work. The teacher will work approximately 8 minutes with each group.

II. Objectives

A. General

1. To motivate each child to read to the best of his ability by helping him to enlarge his sight vocabulary and by teaching him to attack new words
2. To build reading skills, such as word recognition, comprehension, interpretation, and synthesis
3. To build reading and speaking vocabulary
4. To improve oral language and speaking vocabulary
5. To stimulate interest in the current selection
6. To develop the habit of reading for a purpose
7. To encourage the use of the dictionary

B. Specific

1. Develop effective oral reading habits
2. Observe individual words and phrases in context
3. Use meaningful clues as an aid in identifying words
4. Engage in contribution and planning
5. Increase development in silent reading
6. Extend basic concepts

III. Procedure

A. Motivation (class-as-a-whole)

1. Songs for enjoyment
    a. Activity songs
    b. Songs about books
2. Discussion on having fun
3. Emphasize reading for enjoyment and information

B. Pupil activities (only this section will be televised)

1. Group I. Reading for Understanding
    Using filmstrip and text to get story details and to make general comparison and critical analysis
2. Group II. Developing Vocabulary: grouping words, phrases, and sentences for meaning
3. Group III. Reading for Enjoyment
    a. Individualized reading - silent
    b. Reading from easy readers
    c. Planning a report to present to entire class
4. Group IV. Building Reading Skills
    a. Acquiring background for story to be read

        - b. Research for story to be read
        - c. Guided reading
        - d. Present new words
        - e. Establish purposes for reading
        - f. Re-read for specific purposes - skimming
        - g. Comprehension and study skills

IV. Materials

1. Basal reader
2. Supplementary readers - all are easy readers (below the grade level.
    - a. Making Friends - 2nd grade level
    - b. Open Doors - 2nd grade level
    - c. Making Story-Book Friends - 2nd grade level
    - d. Dan Frontier Books - Preprimer to level 3
3. Filmstrip projector
4. Filmstrips of several stories
5. Bulletin boards
6. Chart
7. Pocket chart
8. Sentence strips
9. Word cards
10. Writing paper, pencils, crayons, art paper
11. Pictures, paste, scissors
12. Dictionary
13. Tachistoscope (teacher-made)
14. Opaque projector

IV. Evaluation

A. Student

1. Constructive criticism
2. Sharing portions of work

B. Teacher

1. Did each child become more independent in his use of reading materials?
2. Did each child participate in a balanced and varied reading activity? If not, will each one get another opportunity to do so?

V. Follow-up Activities

A. Enrichment activities

1. Finding recipes
2. Cooking at home, if possible
3. Studying tables of measurement
4. Learning to measure accurately

B. In group discussion, plan for more story fun

C. "Just For Fun" movie

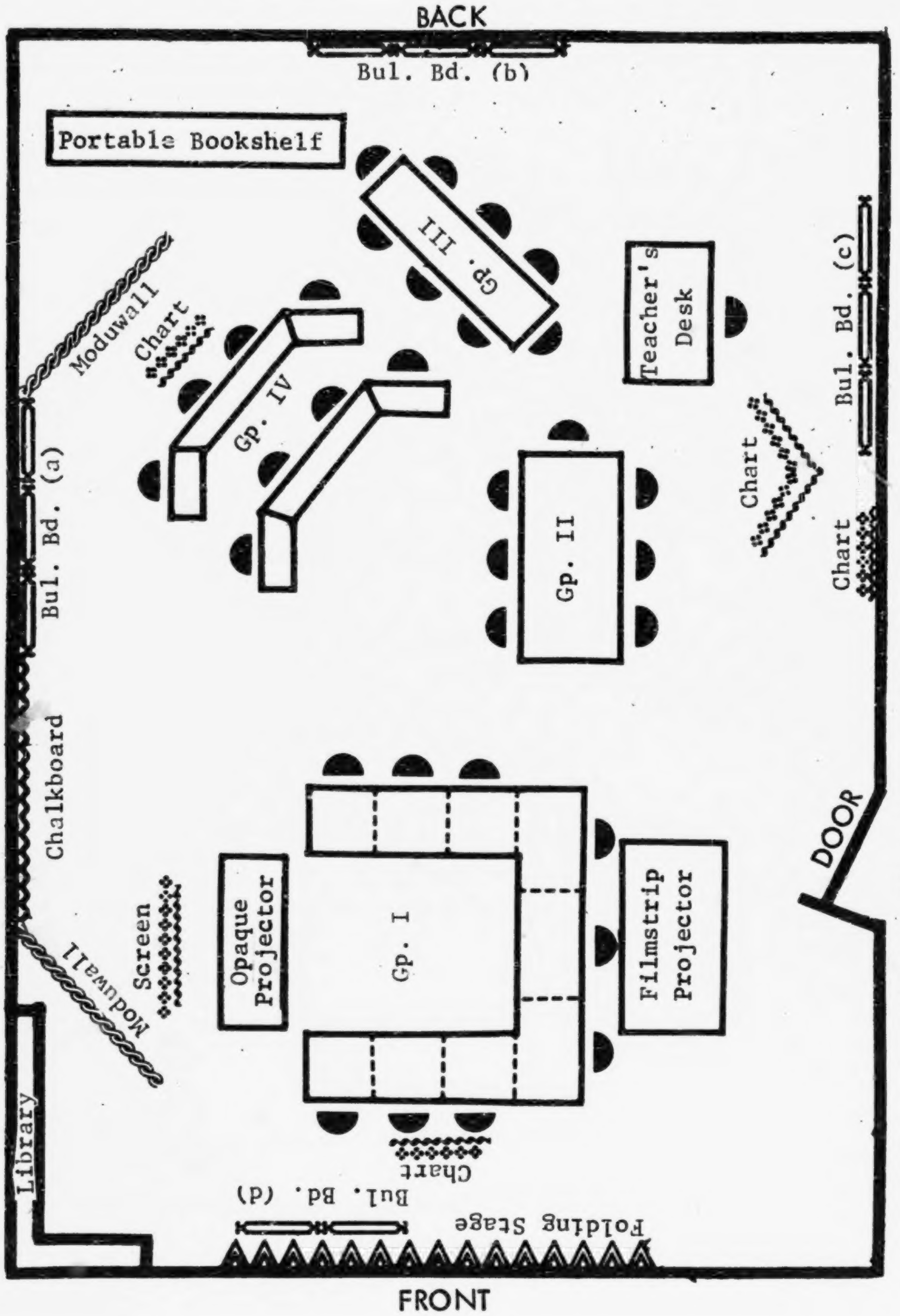
Physical Arrangements

At the front of the room, a U-shaped pattern of nine individual desks and chairs is arranged facing the left side of the room. The children in Group I, seated here, are facing an opaque projector and screen. This group is also provided with a filmstrip projector on a small table at right and a chart stand nearby.

The children in Group II use a table near two chart racks on the right side of the room. A teacher-made tachistoscope is provided for this group.

The eight children in Group IV are seated in a double half circle of eight individual desks and chairs on the left side of the room facing Group II. Back of Group IV is a chart stand.

The eight children in Group III are seated around a table at the back of the room. A rolling book rack is behind the table along the rear wall.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 7
BASIC READING

The Lesson

Group I (Reading for Understanding) uses the opaque projector to show pictures they drew about stories they had read on filmstrips. In the group are nine children, five boys and four girls, seated in a three-sided row of desks at the front of the room. They face an opaque projector and screen at the left side of the room.

(a) (Mrs. Cameron stands before the class holding a yardstick horizontally as the lesson begins.)

Teacher: (1) Let's get on with our lesson. Who were the last friends you saw in the pictures?

Pupils: (2) (In unison.) Tom Sawyer, Robinson Crusoe....

Teacher: (3) All right, that was very good, thank you. Were they stories?

Pupils: (4) (Answer noisily.)

Teacher: (5) They were. They were stories--were they not stories? Yes, all right, how many of you read any of them? How many of you read any of those stories?

Roy: (6) I read four stories

Teacher: (7) You read those stories?

Pupils: (8) I read--

(b) (Several children have their hands up. Judy is talking to Linda.)

Teacher: (9) All right, let's be quiet--now, some of us did some drawings from the stories that we have read here--that we have read in school. And I want to give you a chance to look at some of the story drawings. Would you like to do that?

Steve: (10) Yes, ma'am.

Teacher: (11) Would you like to show your story to the class, Steve? All right, be sure that you--all right, all right--tell us about your drawing.

(c) (Steve rises, goes to opaque projector, and shows his drawing of the story, "Mr. Vinegar." His picture shows a large pitcher with a door and two windows. Two trees, approximately the same size as the pitcher, are drawn at the left-hand side of the page.)

Steve: (12) That's where Mr. Vinegar lives in his glass house.

Teacher: (13) All right, what's the title of the story that you read?

Steve: (14) "Mr. Vinegar."

Teacher: (15) "Mr. Vinegar?" Who lives in the house with Mr. Vinegar, Steve?

Steve: (16) Mrs. Vinegar.

Teacher: (17) Mrs. Vinegar, and which scene is that, Steve?

Steve: (18) That's the house, glass house, that they live in.

Teacher: (19) All right, thank you very much.

(d) (Steve returns to his seat.)

Teacher: (20) Who wants to show his picture? All right, Judy, let's hear about yours.

(e) (Judy comes to the projector and places her picture in it for viewing. Her picture shows four children roller skating. A large dog is in the left foreground.)

Teacher: (21) We're not going to show all our pictures today, but tomorrow we'll get to show the rest of them.

Teacher: (22) (She starts to instruct Judy on focusing the projector.) Be sure you put it--All right, that's good.

(f) (Judy begins to speak very softly.)

Teacher: (23) All right. Louder, please.

Judy: (24) My picture is about Trickory, Rickory, and Dickory and their new skates.

Teacher: (25) Louder.

Judy: (26) Trickory, Rickory, and Dickory are skating and their friends--

Teacher: (27) Can you pronounce Rickory, Trickory--do you know them? Let's pronounce Trickory, Rickory--Ooh, they're nice names! This is who? (Mrs. Cameron points to the individual children in the picture and calls them by name.)

Judy: (28) Trickory.

Teacher: (29) Louder.

Judy: (30) This is Rickory and Trickory and this is Dickory.

Teacher: (31) Judy, what kind of story was it? A make-believe or a true story? What kind?

Judy: (32) Make-believe.

Teacher: (33) A make-believe story--all right, anyone else want to show theirs? All right, let's go to--all right, Linda, do you want to show yours too? All right. Be ready when Judy gets through, please.

(g) (Judy returns to her desk. Linda comes to the projector. The teacher points to the projector with the yardstick as Linda places her picture in it.)

Teacher: (34) Do you have it in correctly, Linda? (Mrs. Camercon comes to the projector to position the paper correctly for Linda.)

Teacher: (35) Yes, that's correct.

Linda: (36) My picture is--

Teacher: (37) Louder, Linda. (Mrs. Cameron steps back away from the projector.)

(h) (Linda's picture depicts a camel. The camel's head is turned so he can bite his tremendous hump.)

Linda: (38) My picture's about "How the Camel Got His Hump." The picture that I've shown is when the Wizard has just passed by and has cast a spell on the camel to have his hump.

Teacher: (39) All right, what kind of story was that?

Linda: (40) Make-believe story.

Teacher: (41) Good, the story is a make-believe story. Children, do you like make-believe stories?

Pupils: (42) Yes, ma'am! (All pupils nod in agreement.)

Teacher: (43) Are they a lot of fun?

Pupils: (44) Yes, ma'am.

Teacher: (45) Do you know that they're not true? Make-believe stories are for our own fun. All right. Come on. All right, thank you. Emma, that's the way, thank you. Jerry, all right, all right. (The teacher reprimands Jerry with a frown and these restraining words. His misbehavior is unobserved.)

(i) (Emma comes to the projector.)

Teacher: (46) Do we have all the words? Let's turn this so we get all the words. Turn this so we can get all the words on--The other way, back the other way. (She moves to the projector and turns the picture to show all the printing.) All right.

Emma: (47) (She shows a picture of a bird from a book.) This is Spreckles. He's gonna fly out the window, and this is the story we have read.

Teacher: (48) And what did you read that in?

Emma: (49) In Finding New Friends.

Teacher: (50) Is that our reader? Is that our reader? Is this our regular reader? Yes--stories from Finding New Friends. All right, thank you very much. Show the rest of your title. Show the rest of your title. Turn it.

Emma: (51) (She moves the picture so the entire title will show.) "Spreckles Goes to School." (She returns to her seat.)

Teacher: (52) All right, thank you. Thank you very much. We will show the rest of our pictures later on. All right, you want to show me yours. All right, just one more.

(j) (Mrs. Cameron points to Roy. He rises and comes to the projector.)

Teacher: (53) Turn it. (She helps him adjust the picture.) All right, let's turn this back a little.

Teacher: (54) Louder. "The Magic Meadow."

(k) (Roy's comments are inaudible as he tells about the story. His picture is titled "The Magic Meadow." It shows a plant with a man's hat growing on it and a boy standing beside the plant.)

Teacher: (55) Good. Is that a make-believe or a real story? A make-believe. Very good, Roy. All right, let's turn it off. All right, now we will share the rest of them later on. All right.

(l) (Roy takes picture from the projector and sits down at his desk.)

Teacher: (56) Since we're talking about stories, we're going to read stories just for fun. So today let's just read for fun. Would you like that?

Pupils: (57) Yes, ma'am.

(m) (Mrs. Cameron backs away from projector, places the yardstick on the table and turns to the class. She turns around again, picks up the yardstick again and moves to Group II.)

Group II (Developing Vocabulary) has been studying sentences and phrases for developing vocabulary using a pocket chart and words on a teacher-made tachistoscope. This is a box with a slot or window in which words appear when a knob is turned. In this group are seven children seated around a table on the right hand side of the room, opposite Group IV. On the table is a tachistoscope approximately 14 inches square. A reading chart is to the right of the table.

Teacher: (58) All right, now here I am with the group who used something very unique today. I want this group to look at the chart, the last pages. Read this one to yourself. Will you read it for us, Sheila?

(n) (Mrs. Cameron moves to chart titled Syllabication. The children turn around and look at the chart. The teacher point to chart with the yardstick. Bill closes his book.)

Sheila: (59) "Look at your worksheets."

Teacher: (60) All right, read them all. The rest says: "Now say the words softly to yourself. Then write the number of vowel sounds and the number of syllables that you hear." Look at all the worksheets.

Sheila: (61) "Look at your worksheets."

Teacher: (62) Thank you. Myra, will you pass this out? Myra, will you?

(o) (Myra stands up, picks up some papers and begins passing them out to the group. When all in the group have papers, they begin to work.)

(p) (The teacher moves to Group III and asks Mark to hand out the easy readers and asks the group members to select a story to read.)

Group IV (Building Reading Skills) has been doing research on ginger as background for a study in their basic text. In this group are eight children seated in two rows of desks arranged in half circles on the left side of the room, opposite Group II.

Teacher: (63) (She faces the group and holds her yardstick) We're going to do research work on--What are we going to research?

Madelyn: (63) Ginger.

Teacher: (64) All right.

(q) (After the group answers Ginger to the teacher's question, Mrs. Cameron gives a wave of the yardstick and moves to Group I. She picks up a long strip of paper in her right hand, still holding the yardstick in her left.)

Teacher: (66) Now with this group.

(r) (Janice in Group III asks a questions, and the teacher moves across the room and asks two children to share books.)

Teacher: (67) Yes-- There are not enough for everyone. Janice, will you share your book with her?

Teacher: (68) (Larry, in Group II, comes forward and shows his hand to her. Mrs. Cameron pats his hand and then his shoulder.) Un-hum, all right, you hurt your hand. All right. (Larry returns to his desk.)

(s) (The teacher moves back to Group I, picks up a strip of paper approximately 18 inches long and holds it with both hands in front of her horizontally. "The Traveling Musicians" is printed on the strip.)

Teacher: (69) We're going to read a story today that is titled--Will you look at this?--"The Traveling Musicians." What is it? (The class repeats.)

Teacher: (70) Musicians--(The class repeats) Again? (The class repeats.)

Teacher: (71) All right. "The Traveling Musicians." Do you know what a musician is? All right, Barbara?

Barbara: (72) It's someone who plays music.

Teacher: (73) It's someone who plays music. Someone who plays music is a what?

Pupils: (74) A musician.

Teacher: (75) Do you think sometimes you'd like to be a musician? You don't think so? Like to be a musician? You would, Ernest? Well, that's good.

(t) (Ernest nods his head. Barbara sits with an elbow propped on the table with her head resting on her hand as she listens.)

Teacher: (76) All right, the story we are going to read is concerned with some musicians, and these musicians did some funny things. They did some funny things. They frightened some thieves. Some what? What's the word?

Steve: (77) Thieves!

(u) (The teacher puts the first strip on the table, picks up another with the word thieves on it. She holds it up before her.)

Teacher: (78) Can you tell me what a thief is? What is a thief? All right, Ernest?

Ernest: (79) Somebody that steals.

Teacher: (80) Someone that steals? Can you give me another definition?

Emma: (81) Someone that's mean.

Teacher: (82) A thief is a mean person, but all mean persons are not thieves, are they? They must do a certain thing. Do you know what that is? Someone who does what?

Linda: (83) Steals things.

Teacher: (84) Takes things that do not what?

Judy: (85) Belong to him.

(v) (The teacher moves strip of paper up and down as she talks.)

Teacher: (86) That do not belong to him. All right, that's what a thief does. A person that takes things that do not belong to him. All right, we are going to look at a filmstrip today that will be entitled what?

(w) (Teacher puts down the word thieves and picks up the title strip again.)

Pupils: (87) "The Traveling Musicians."

Teacher: (88) Will you open your books now? To "Old Old Stories," in the "Table of Contents." Have you found the title of this story? Have you found it? On what page does it start?

(x) (Mrs. Cameron still holds up the title strip while the children open their books.)

Pupils: (89) Page 292.

Teacher: (90) Page 292. All right, I want you to keep that page. I want you to read that story in your book after we have finished listening to it on the filmstrip machine. And then, when we get through with that, here are some questions that you have to answer according to the story that you have read. You may not find all the answers on the worksheet or the filmstrip machine, but you should find them in the book. Do we understand? When you have finished looking at the story, read it and then answer your worksheet.

(y) (The teacher places title strip on table and picks up a stack of papers. The teacher holds the paper up in front of her.)

Teacher: (91) Are you ready? All right, are you ready to show your filmstrip? All right, will you turn the projector on? Have it all set up? (She moves to the side of Group I as the first image flashes on the screen.)

Teacher: (92) What is the name of our story from the filmstrip?

Pupils: (93) "The Animal Musicians." (They read in unison.)

Teacher: (94) The animal what?

Pupils: (95) (Confusion)

Teacher: (96) The other side, on the other side. Turn it on the other side. Thank you, all right. Now you're going to read each frame yourself.

(z) (Frame I appears on the screen: a picture of a man and a goat.)

Teacher: (97) Will you turn it off for a minute? Turn it off for a minute.

(aa) (The teacher looks at the child operating the projector. She holds up her hand to tell him to stop the machine while she gives more directions.)

Teacher: (98) Now, when we read to ourselves, what do we do? What do you do? We move our eyes and not our what? We do what, Barbara?

Barbara: (99) Our head.

Teacher: (100) And not our head. What else do we do?

(bb) (Mrs. Cameron moves back to the table and picks up her yardstick. She still holds papers in her other hand.)

Barbara: (101) We don't move our lips.

Teacher: (102) We don't move our lips. What else do we not do? We do not talk. Now, what thing can you do to keep from moving your lips? What can you do? Yes, there is something you can do. All right, Bobby?

Bobby: (103) (Inaudible)

Teacher: (104) Well, when you have a tendency to move your lips, what could you do? What do we do to keep ourselves from talking, from moving your--Put your finger on your lips, and then your lips will not do what? Move when you are reading.

(cc) (The teacher transfers the yardstick to her hand holding papers and places her forefinger of other hand to her lips.)

Teacher: (105) Let's do our silent reading chart.

(dd) (The teacher points to chart, moves to chart, and points to each sentence as the children read aloud.)

Pupils: (106) (In unison) "We move our eyes not our heads. We move our eyes not our lips. We think about what we read."

Teacher: (107) All right, now be sure you follow these rules: Move your eyes and not your head, move your eyes and not your what? Lips and be sure--this is very important--to think about what you what? Read because you'll have to answer these questions. Do you understand? All right. When you have finished reading the frame, will you turn your head towards Gaylord to let him know you are through so you will not miss anything.

Teacher: (108) All right, you may continue. (She leaves Group I and goes to Group III.)

In Group III (Reading for Enjoyment) eight children are seated around a table at the back of the room. A portable bookshelf stands behind the table near the back wall of the room. The children have selected books to read for enjoyment from the movable bookshelf. They are to discuss rules for good silent reading and then read from the following easy readers:

Making Friends--second grade level
Open Doors--second grade level
Making Story-Book Friends--second grade level
Dan Frontier Books--preprimer to level three

Teacher: (109) What is the name of your story, Mark? All right, what is it? Say it louder.

Mark: (110) "On Sunday Morning."

(ee) (The children are seated around a table with their books open. They begin turning pages. The teacher points to Mark with the yardstick. Mark looks at his book. Bill locks his fingers as the teacher talks to Deborah about the turtle story. The teacher points to Morris with the yardstick.)

Teacher: (111) And from which book does it come?

Mark: (112) Open Doors.

Teacher: (113) Open Doors. All right, do you have yours, Deborah? What story did you select? "The Turtle and the Hare?" "The Hare and the Turtle?"

Deborah: (114) "Tortoise."

Teacher: (115) Oh, "The Tortoise." All right. Which one did you get it from?

Deborah: (116) Open Doors.

Teacher: (117) Open Doors. Can you all get Open Doors so we can read? What is your story, Morris?

Morris: (118) Story of----

Teacher: (119) Story from what? "Double Duck." All right, which book did you get it from?

(ff) (Susie moves from Group IV to the teacher. She holds a large book in her hand. She goes around Group III and places the book on the shelf at the bakc of the room and returns to her seat.)

Morris: (120) Making Story-Book Friends.

Teacher: (121) What story did you get?

John: (122) "The Bee and the Goat."

Teacher: (123) "The Bee and the"--what?

John: (124) "...the Goat."

Teacher: (125) Where did your story come from? Making Story-Book Friends? Louder.

(gg) (The teacher goes around the table asking each child the title of the story and the title of the book from which he read.)

Janice: (126) "Helpful Bobby."

Teacher: (127) From what book?

Janice: (128) Dan Frontier Books.

Teacher: (129) Oh, Dan Frontier Books. All right, what story did you get, Marge?

Marge: (130) "Manny's Story."

Teacher: (131) Which book? Making Story-Book Friends. All right, good. Will you read your story, and on the table you will find a work sheet. Just put the name of your story and the title of the book in which your story appears and then write one or two sentences that tell about your story. Then write a sentence that tells if you liked your story or not. Suppose you get through before I get back here. What are you going to do? What might you do?

(hh) (The teacher points with her yardstick to sheets of paper on the table. Most of the children look at the teacher. Morris scratches his head. Deborah rests her elbows on the table. Several children raise their hands in response to the last question. Each one answers as the teacher calls his name. The teacher repeats the answer. Janice stretches, yawns, and covers her mouth with her hand.)

Teacher: (132) You might do another story because they are rather what? They are rather short, so you might do another story and do another story report. Now, what are you going to do when you find a word you don't know? All right, John. Come find out for yourself? What else might you do? (Someone makes a suggestion, inaudible.) All right. Yes, well, that sounds nice. Pronounce new syllables. What else might you do? Could you finish reading the sentences and see if a word might fit in there? You might finish reading the sentence and then go back and see that you pronounce the word correctly. Are we all set? All right?

(ii) (The teacher moves away from Group III and returns to Group II.)

Teacher: (133) Did you get new syllables? All right. Thank you very kindly. Will you put them in your folder? Put them in your folder. We will check these later on this afternoon. Put your folder in your desk, please. Put your folder in your desk.

(jj) (The children begin putting folders away as the teacher points to one desk after another with her yardstick.)

Teacher: (134) We're going to review some words now. We're going to review some words. Put everything in your desk. All right. These are some words that you should know and recognize. These are what kind of words?

Pupils: (135) Review words.

Teacher: (136) What kind?

Pupils: (137) **Review words**.

Teacher: (138) Now I'm going to turn it fast. (She refers to the tachistoscope.) See if you can recall them.

(kk) (The teacher stands at end of table before Group II. On the table before her is a teacher-made tachistoscope--a box approximately 14 inches square with a slot opening and a knob on the right hand side. The teacher turns the knob and review words appear in the slot.)

Pupils: (139) (They pronounce the words in unison.)

here
have
said
help
surprise
work
this
green
chair
something
dinner
down
up
funny
play
not
now
little
for
look
what
big
blue
house
make
get
ball
ready

Teacher: (140) All right. Now, I'm going to give some that are not reviews. See if you can recognize them.

Sheila: (141) Arm.

Teacher: (142) All right, Ray, what is an arm? A part of what? Of your body. Where is your arm located? Good! Attached to your shoulder. That's very good. All right, this word.

Pupils: (143) All.

Teacher: (144) All--what does all mean? Do we have another word for it?

Pupils: (145) When we have all of the children.

Teacher: (146) We have all of the children. Can you think of another word that is used instead of all, Larry?

Larry: (147) Together?

Teacher: (148) Entire? Whole? A whole piece of pie would be how much of it? That would be all of it. Good.

(11) (Mrs. Cameron bends over the tachistoscope; she looks to see which word appears. Larry leans on an elbow and moves his head around in a rolling motion. Ray rolls his pencil with his fingers, turns, and looks at Deborah as she answers the teacher.)

(mm) (The teacher continues turning the knob to show other words.)

Pupils: (149) This, men, old.

Teacher: (150) What is this word? What kind of word is it? Does it name someone or is it a doing word? What is it, Ray?

Ray: (151) Selma.

Teacher: (152) A name of someone. Good. What is this?

Deborah: (153) Village.

(nn) (The teacher continues showing words as the pupils recite.)

market
apron
spoon
curtain
slowly
shook
shell
stool
sneeze
mind
important
feel
traveling
bottle
molasses
scare
cellar
musician
donkey
rooster

Teacher: (154) What is this word? Again? What kind of word is this, Bill? No? A compound word. What is a compound word? All right, Deborah?

Deborah: (155) Two words put together.

Teacher: (156) To make what?

Deborah: (157) To make a big word.

Teacher: (158) What are the two words put together in this word? (Henhouse appears in the slot.)

Myra: (159) Hen and house.

Teacher: (160) Very good.

Teacher: (161) Now, you're going to work with these words. You're going to do something with them. Look at word meanings while I pass the sheets out. Look at word meanings while I pass the sheets out. (Mrs. Cameron passes the sheets of paper to each child.)

Teacher: (162) Read it to yourself with your mouth closed. All right, these are the words that we showed on the box. First one?

(oo) (The teacher moves to the chart near the table, points to the words on the chart with her yardstick. The children recite aloud in unison--arm, net, all, old,....)

(pp) (The chart has the following directions: "1. Add a letter to arm to make a word that means a place where corn grows. 2. Add a letter to all to make a word that means high. 3. Add a letter to net to make a word that means a bird's home.")

Teacher: (163) What is the first thing you're supposed to do? Can you read it, Myra?

Myra: (164) "Add a letter to arm to make a word that means a place where corn grows."

Teacher: (165) All right, you know that word? What is the word, Myra?

Myra: (166) Farm.

Teacher: (167) Farm. Will you find the directions for each of the words on the front of your worksheets?

(qq) (Mrs. Cameron moves to Group IV and stands before the children with the yardstick in her hand. She points to Kathy.)

Teacher: (168) All right, what have we been doing our research on?

Madelyn: (169) Ginger.

Teacher: (170) On what else?

Madelyn: (171) Gingerbread and gingerbread trees.

Teacher: (172) Did you get through? You didn't get through? You're almost through? Well, let's talk about it. Let's close our reference books and talk about it. About what we have been learning from our reference books. All right, I think something interesting was found in our research. Did you find out what ginger was, Madelyn? All right, what is ginger?

Madelyn: (173) Ginger is--ginger is--ginger is a spice that is used in cakes and cookies.

Teacher: (174) Ginger is a spice. Very good. Used in what?

Madelyn: (175) Cakes and cookies.

Teacher: (176) Very good.

Sarah: (177) It's used in soft drinks, and it's used in ginger beer.

Teacher: (178) Oh a soft drink, ginger beer. From where?

Pamela: (179) The British Isles.

Teacher: (180) Is it a treat?

Pamela: (181) Yes! And I found out that people take it when they're dying.

Teacher: (182) Take it in their diet? Dying? They take it when ill?

Pamela: (183) (Nods her head up and down) It's used for gingerbread.

Madelyn: (184) The fruit is the size of an apple, and it's a single seed, and the outside is good to eat, and some people eat it for dieting.

Teacher: (185) All right, that's very good. Now, let's bring our reference work to a close so we can get on with our reading. I think you have enough background for a story we're going to read. Will you close your books, and we will finish your research after we read the story. Then you will have a better understanding of what you have been reading about.

Pete: (186) (Mumbles some information about the manufacture of ginger.)

Teacher: (187) All right, that's very good.

(rr) (The children close their books. Sarah Jane stretches. The children noisily put their books in the desks.)

Teacher: (188) Do you ever help your mother at home?

(ss) (Three hands go up; one waves. All nod "yes.")

Henry: (189) Wash the dishes. Make the bed.

Teacher: (190) What do you do, Pamela?

Pamela: (191) Wash the dishes. Clean the shelves.

Teacher: (192) All right, very good. Anyone else help mother at home?

Henry: (193) Everytime Mother goes out to see her neighbors, I go into the bathroom and clean it up, and then I mop the floors, and then I go and clean up the kitchen.

(tt) (Henry rocks his chair from side to side as he answers. Carolyn Jean swings her feet.)

Teacher: (194) All right. We all help our mothers sometimes at home. Are you ever at home by yourselves? Sometimes? No one stays by himself?

(uu) (All hands go up.)

Teacher: (195) Just how do you feel? Carolyn, how do you feel? You feel how? Do you feel afraid? Sometimes you're afraid? How do you feel, Sarah?

Sarah: (196) I feel scared.

Teacher: (197) You feel scared? Afraid and scared are just the same, just different words. You can use different words to express the same thing. How do you feel, Kathy?

(vv) (Carolyn swings her feet, twisting the braid on top of her head with her hands.)

Kathy: (198) I feel lonesome.

Teacher: (199) You feel what?

Kathy: (200) I feel lonesome.

Teacher: (201) You feel lonesome. All right, how do you feel? Anyone else want to tell me.

Madelyn: (202) I feel big. I feel like I'm the biggest person in the family.

(ww) (Madelyn swings arms out when she says biggest and then folds her hands and arms across her chest. She grins broadly.)

Teacher: (203) Well, now that is exactly the way we all feel. Do you feel very important? Do you feel important?

(xx) (All nod.)

Teacher: (204) What do we mean by important, Pamela?

Pamela: (205) Proud.

Henry: (206) Big enough to keep the house.

Teacher: (207) Well, the story we're going to read today is about a little girl who stayed home by herself and some things that she did. Will you open your books to "Just for Fun Stories." Look at the "Table of Contents" and read the story in the book.

(End of recording as lesson goes on.)

DEMONSTRATION #8 - CREATIVE WRITING

Lesson Topic: Writing original stories, story endings, and imaginative descriptions

Teacher: Mrs. Betty Black

Class: Second Grade
Number of Pupils: 23
12 Girls 11 Boys

The Lesson in Brief

Mrs. Black organizes four subgroups for the following writing activities:

Group I. (Listening to part of a story on tape and then writing the ending to it.) The six children in this group listen to "The Pied Piper of Hamelin" by Robert Browning to the point where the Pied Piper led the children into the mountain, and the door closed behind them. The story takes about five minutes, and then the children spend the remainder of the time writing their own endings.

Group II. (Using a mirror to make a written description of themselves) Each of the five children in this group is given a stand-up mirror and asked to make a written description of himself. Several children write much more than visual descriptions and reveal many things about their own self images.

Group III. (Using "story starters" for individual stories) Each of the seven children in this group receives a slip of paper containing an opening phrase and is asked to write an individual story from his "story starter." The starters are inside a large cardboard pencil made by the teacher. One of the slips of paper read as follows:

"This morning, I opened the closet door, and there was..."

Group IV. (Writing imaginative stories about objects.) Each of the five girls in this group chooses a story starter from pictures of eyes, lips, fingers, toes, thumb, etc., and write an auto-biographical story about her picture.

Lesson Plan

I. Background Information

Pupils in this class began writing original sentences and paragraphs in September. They wrote second lines to rhymes and also short poems. They have written songs, letters, stories, and book reports. They may attempt a play before school is out.

II. Teacher Objectives

A. To motivate a desire toward creative writing

B. To emphasize independence in writing

C. To create a relaxed environment for writing

D. To assist with spelling

E. To improve written and oral language

III. Pupil Activities

A. Listening to part of a story on tape and writing the ending to it.

The story will be "The Pied Piper of Hamelin" by Robert Browning. The children will be hearing the story for the first time. They will hear only up to the point where the mountain opens and the children go inside. What happened to them?

B. Using "story starters" for individual stories

The "story starters" are contained in a large cardboard pencil made by the teacher. A chart next to the pencil will give the following directions:

1. Handle carefully. It is magic.
2. Take off the magic eraser.
3. Tip the pencil slightly until the magic papers show at the end.
4. Pull one of the magic papers out gently.
5. Push the other papers back into the pencil.
6. Read your paper and write your story.

The slips of papers will contain the following story starters:

1. This morning, I opened the closet door, and there was .....
2. If I were a giant I would .....

        3. On the way to school I saw .....
        4. If I were a space man I would .....
        5. The prettiest thing I ever saw was .....
        6. One day I was a moon man and I .....

    C. Using a mirror to make a written description of themselves

    Pupils of this group will each have a stand up mirror and will write what they see.

    D. Writing imaginative stories about objects

    This group will choose a story starter from pictures of eyes, lips, fingers, toes, etc., and then they will write about the picture.

    Note: If any child wishes to write a story without a story starter of any kind, he is completely free to do so.

IV. Materials to be used

- A. Tape recorder and earphones
- B. Pictures
- C. Bulletin boards
- D. Pencil, paper
- E. Mirrors
- F. Charts

V. Sequence of Events - Teacher Working with Groups

- A. Tape, earphones - listen to story (5 minutes)
- B. Teacher working with story starters (5 minutes)
- C. Writing about objects (7 minutes)
- D. Teacher working with mirror describing group (5 minutes)
- E. Reading stories written using pictures of objects (15 minutes)

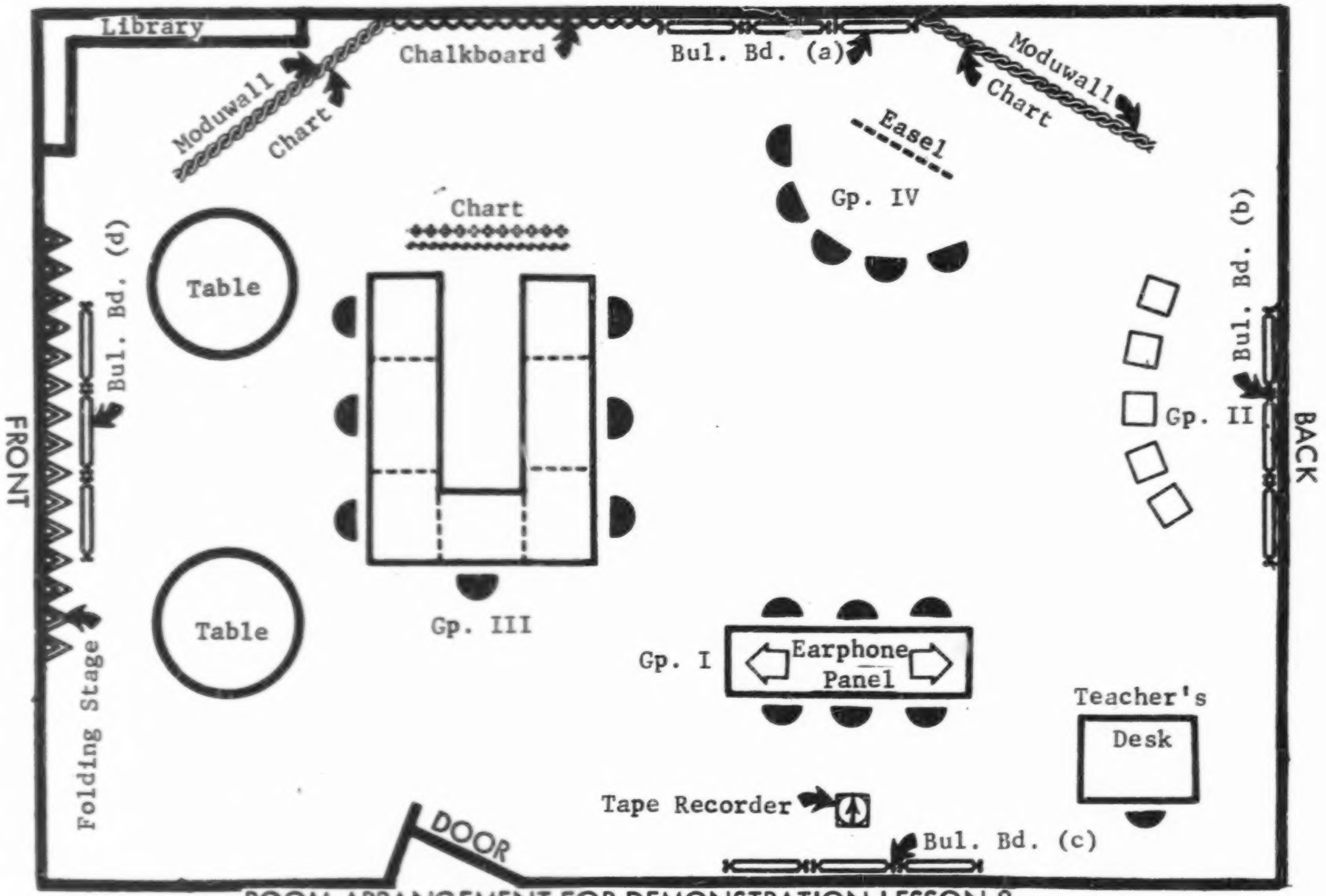
Physical Arrangements

At the front of the room, a U-shaped pattern of individual desks and chairs is arranged facing the left side of the room. The seven children in Group III, seated here, are facing a chart rack and a chart with directions for using a magic pencil. A large, teacher-made cardboard pencil containing "story starters" is on the floor beside the chart rack.

The six children in Group I use a table and an earphone panel on the right side of the room. A tape recorder, on a small table nearby, is also provided for this group.

The five children in Group II are seated in a semi-circle of individual desks and chairs near the chalkboard at the back of the room. Each child is provided with an individual stand-up mirror.

The five children in Group IV are seated in a semi-circle of individual desks and chairs facing an easel near the left side of the room.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 8
CREATIVE WRITING-IMAGINATIVE STORIES

The Lesson

In Group I, five boys and one girl are seated around a table at the right side of the room. An earphone panel is on the table. A tape recorder is on a smaller table behind the group against the right wall. The teacher has planned for the earphones to be used by the children to hear, for the first time, a pretaped beginning of Robert Browning's story, "The Pied Piper of Hamelin." Their assignment is to write their own ending to the story.

(a) (As the lesson begins, Mrs. Black stands at end of table before Group I and faces the front of the room. She holds a book in her hands. She turns several pages to show illustrations to children.)

Teacher: (1) This is a story of "The Pied Piper of Hamelin." After you listen to this story, you are going to write something for me, and I can help you. So you must listen very, very carefully to this story because you are going to write the ending of this story.

Gary: (2) Ending! (Giggles.)

Teacher: (3) You've never done that before, have you? Well, I'm going to let you write the ending of the story--how do you think this story ends?

(b) (As Mrs. Black explains, she closes the book, places the edge of the book on the table, and rests her hands upon it. Brad rests his head on his hand. The teacher then places the book flat on the table. Freddy, in Group II, swings his feet under his desk, places his hand in his mouth, and gives a small **hand** wave.)

Mark: (4) Sad?

Teacher: (5) However you want it. Sad--if you want it to be sad. If you want it to be glad--you can make it any way you want it to be. Do you understand?

Mark: (6) Yes, ma'am.

Teacher: (7) Well, it might take you a long time to write it. It might not. Just however you think it will end. Now get your earphones on. Get them adjusted and if they're uncomfortable on your ears, tell me.

(c) (The teacher places hands on earphone controls. Sharon brushes her hair back and puts on her earphones. Wayne puts his earphones on and adjusts his own control.)

Teacher: (8) They're not comfortable? How does that feel? Does that feel O.K.? Mark, are they comfortable? Are they comfortable, Sharon? O.K. Let's hold our noise down now, and I'm not going to show you the pictures since we have just a few pictures. When you get through if you knwo how to unplug this take it over and put it there. When you finish your story if you have some time left you may draw a picture of how your story ends. Can you do that for me? Are you ready?

(d) (All children nod. The children seem eager to hear the story on the tape. Mrs. Black checks the earphones of four children and then adjusts the volume of controls. She shows the children how to unplug the headsets when they have finished. The teacher leans over Mark, shows him about the headsets, and says something to him.)

Mark: (9) Yes, ma'am.

Joe: (10) Just put it sad or--? (He looks a bit uncertain.)

(e) (Mrs. Black moves to a table behind the children, turns on the tape recorder, adjusts it, and then reverses the tape. She turns around and looks at Joe.)

Teacher: (11) If you want it to be sad--find. If you want it to be happy--fine. You fix it the way you want it to be. O.K.?

Joe: (12) O.K.

(f) (Mark turns around and talks to the teacher. She answers, stops the recorder and connects the recorder to the earphone panels. Evidently this had been forgotten. Again she starts the recorder.)

Mark: (13) I heard you talking. (Whispers.)

(g) (Mrs. Black moves back to the table with a microphone in her hand.)

Teacher: (14) Do you hear?

Sharon: (15) Yes.

(h) (The teacher places her hands on Wayne's shoulders.)

Teacher: (16) (She then places her hands on table.) Are you ready?

(i) (The children nod. When the tape recorder squeals, the children laugh.)

(j) (Three other groups have been waiting while Mrs. Black worked with Group I. She now moves quickly to the side of the room, picks up four mirrors on stands, and moves to Group II.)

Group II has five children, two boys and three girls. They are seated in a semi-circle of individual desks at the back of the room and to the left of Group I. The teacher plans for pupils to write what they see in the individual mirrors.

Freddy: (17) Mirrors! Make a picture of yourself!

(k) (The pupils giggle. Mrs. Black places a mirror on each desk and flips one to show the magnifying side. John smiles at himself, puts his hands back of his chair, and stretches. He looks again smiles at himself. The other children laugh. They all seem to be very excited.)

John: (18) He's making faces at himself.

Teacher: (19) Who do you see?

Becky: (20) I don't know?

Teacher: (21) You don't know who that is?

Becky: (22) Uh-huh.

(l) (The teacher moves to Louisa, adjusts her mirror, leans down, looks in the girl's mirror.)

Teacher: (23) Who is it?

Louisa: (24) Me.

Teacher: (25) You? Who do you see?

Louise: (26) Me.

(m) (Mrs. Black moves to the next desk and looks in another mirror.)

Teacher: (27) What a handsome gentleman!

(n) (John smiles at himself.)

Teacher: (28) Do you see yourself?

John: (29) Yes, ma'am.

Teacher: (30) (To the whole group.) Now, this is what I want you to do. On your paper, I want you to write me all about the person you see in the mirror. Tell me how you look to yourself. Describe yourself. Tell me about you. Then you'll need to look in the mirror to find out about you, won't you?

(o) (John looks detached as Mrs. Black gives the explanation of the assignment. He props his elbow on the table, briefly rests his head on his hand, tilts his mirror, and gazes steadily at himself.)

Louisa: (31) (Giggles.) If I were writing a story like that, I'd say I was beautiful and everything. (Giggles.)

Teacher: (32) It's nice to think you're beautiful. All right, can you do that? Can all of you do that?

(p) (Freddy smooths his hair as he looks at himself in his mirror.)

Judy: (33) Yes, ma'am.

Teacher: (34) O.K., get your paper and let's get started. Tell me all about the person you see. If you want to turn your mirror over, you'll see yourself magnified.

(q) (The teacher flips a mirror to show both sides.)

Teacher: (35) Look how much bigger you are. You can turn it over and see yourself. O.K., can you get busy working on that?

John: (36) Yes, ma'am.

(r) (The teacher turns John's mirror to magnifying side. He asks her a question, and she turns his mirror back to original position.)

John: (37) I'm going to make my picture big.

Teacher: (38) If you'd rather do it magnified--all right, you may do it that way. O.K. Can you get busy working on that?

(s) (John grins as teacher moves away. He talks to Freddy. John moves his paper closer and takes a pencil from a box on his desk. All the children move paper and begin to work.)

Group III has seven children, four boys and three girls. Their desks are placed together forming a large U at front of the room, opposite Group II and to the left of Group I. The opening of the U is at the left, and the chart rack is directly before the opening. On the floor, beside the chart is a large cardboard pencil labeled "Magic Pencil." The pencil contains "story starters" or sentences for beginning a story. Mrs. Black's plan calls for each child to receive a different opening sentence to use in stimulating him to write an individual story.

(t) (Mrs. Black moves quickly to this group and places a chart on the chart rack at the end of the table. The chart gives directions for using the "Magic Pencil." She picks up a large teacher-made cardboard pencil labeled "Magic Pencil" and holds it horizontally before her. The children are very excited: they laugh and giggle.)

Teacher: (39) Here comes your surprise.

Alan: (40) Oh, boy!

David: (41) I just love a surprise.

Sandra: (42) Are we going to write a story?

Jim: (43) It's a big surprise.

Alan: (44) Magic Pencil!

Teacher: (45) Didn't I tell you you were going to get something magic?

Richard: (46) Oh, boy! Yes. It looks like a crayola. Does it really write?

Teacher: (47) (She pretends to write with the pencil.) It writes magic. Maybe you're not magic. Maybe you can't do it.

Rhonda: (48) Magic pencil. Funny magic pencil. (Giggles.)

Teacher: (49) (She holds pencil in her hands.) Magic is in here. O.K., let's look here. I want you all to--

(u) (The children in Group I laugh aloud, and children in Group II turn around.)

Teacher: (50) They're listening to a story. Let's just turn around. They have a good story going there. First of all, the magic pencil--and look at number one, David. This tells us how to operate this magic pencil.

(v) (The teacher holds the pencil, looks toward the chart, and asks the children to read.)

Teacher: (51) "Handle carefully. It is magic." Oh, I'd better handle it carefully. (She handles pencil very gently.)

Teacher: (52) What does number two say?

David: (53) "Take off the magic--uh--eraser."

Teacher: (54) (She removes eraser.) All right. The magic eraser is down here, and I've taken it off. Then what does it say do, Rhonda?

Rhonda: (55) "Tip the pencil slightly till the magic papers...."

Teacher: (56) All right, it says, "Tip the pencil...." What does tip mean? Slightly tip it this way and something is going to appear at the end.

(w) (The teacher tips the pencil. Slips of paper show when the end of the pencil is turned toward the children. The children exclaim, "Oh's and ah's!"

Rhonda: (57) Candy?

Pupils: (58) (Giggles.)

Teacher: (59) Let's go on and read. Number three says, "Tip the pencil slightly till magic paper shows at the end." And what does number four say, then, Teresa?

Teresa: (60) "Pull one of the magic papers out."

Richard: (61) (He looks toward Group I.) Mrs. Black, I can hear the story over here.

Teacher: (62) Shh! "Pull one of the magic papers out." Then, what does it tell us to do? Sandra--number five.

(x) (The teacher places her hand inside the tube of the pencil to demonstrate pushing papers back and gets just one paper.)

Sandra: (63) "Push the--push the other papers back."

Teacher: (64) (She pushes all the papers back inside the pencil.) You'll push the others back and just get one paper. And then what does it tell us? David--number six.

David: (65) "Put--put the magic eraser back on."

Teacher: (66) (She replaces the eraser.) All right. We'll put the magic eraser back on, and what does number seven say, Richard?

Richard: (67) "Read your paper and write a magic story."

Teacher: (68) Now all of you are good story writers. That's right, Theresa. All of you are very good. You write wonderful stories.

Theresa: (69) That's why you put us over here.

Teacher: (70) That's why I put over here. You write delicious--we'll call them delicious stories. Now, I'm going to let you operate the magic pencil. I think I should help you though, don't you?

Richard: (71) Yes, ma'am.

Teacher: (72) Cause it's sort of big. We'll start over here, and don't tell anyone what your paper says. It's all secret, and it's all magic. Beware--it's magic. (She smiles about the magic.)

David: (73) I'll bet the answer is really good.

Teacher: (74) O.K., let's start over here.

Pupils: (75) (Giggles.)

Teacher: (76) First, you tip it.

(y) (Mrs. Black tips the pencil and goes to David. He pulls out a paper and reads it silently, and she bends down to read it also. She whispers to David. He says, "Oh!" and smiles. The teacher then moves to Alan. He takes a slip and reads it, and the teacher bends down again. Alan places both hands on his face and moves his shoulders up. The teacher wants to be certain each child understands exactly what his sentence or "story starter" says before he begins to write.)

Teacher: (77) Shhh!

(z) (The teacher moves around the table and repeats the above procedures. Rhonda and Theresa take slips, and Theresa laughs.)

Teacher: (78) Shh! Get a paper and get busy. Are you ready?

(aa) (Jim reads his slip and smiles happily. He whispers to teacher, and she laughs with him.)

Teacher: (79) Don't tell. You might need to change that word to wonderful.

Jim: (80) Oh, boy!

Teacher: (81) O.K.

Jim: (82) What's the--uh--title?

Teacher: (83) You title it.

David: (84) Richard is ahead.

(bb) (Richard reaches in, takes a slip, reads it, and then exchanges the slip for another one. He puts the first slip back inside the pencil.)

Teacher: (85) Richard is a good writer. That's all that counts. (She laughs.) Do you know what you are going to write about? (To Richard.)

Richard: (86) Yes, ma'am.

Teacher: (87) O.K.

Teacher: (88) Why don't I put the magic pencil right here.

(cc) (Mrs. Black lays pencil on the floor in front of the chart rack. She folds her hands, stands at the head of the group, and smiles.)

Sandra: (89) How much do you write?

Teacher: (90) How many stories?

Sandra: (91) Yes, ma'am.

Teacher: (92) Why don't we just write one right now, and at the end, we'll get the magic pencil and take it back with us. This is our pencil.

David: (93) Oh, boy!

Teacher: (94) We can write more stories if you want, but not today.

Alan: (95) It's not theirs.

Teacher: (96) No, it's not theirs. It s our pencil.

Alan: (97) Oh, boy!

Teacher: (98) Shhh! (She points to Group III.) Go on with your work.

(dd) (The teacher moves to Group I and shows the children where to place their earphones. She picks up a headset for a boy and then hands the set to the child to put away.)

Teacher: (99) Here, you take your own earphones and put them over there very carefully.

Pupil: (100) Mrs. Black, come here.

Teacher: (101) All right.

(ee) (As the teacher moves away, she stops to place a chair under a table. The children in Group I return to the table and sit down again. They begin to draw pictures of their stories. One boy stands up and stretches and then bends over.)

Teacher: (102) Now, do you know what to do right here?

Pupil: (103) Yes, ma'am.

Teacher: (104) O.K.

Group IV has five girls whose desks are arranged in a semicircle on the left side of the room, opposite Group I. The desks are facing an easel placed near the left wall. On the previous day each girl chose a picture of a part of the body (eyelash, nose, lips, toe, thumb) and wrote an autobiographical story about here picture.

Teacher: (105) (She moves to Group IV, leaves the group briefly, then brings a chair, and sits down.) I'm ready to hear your stories. Are you ready to read them?

Ann: (106) Yes, ma'am.

Teacher: (107) O.K. Let's get a chair. Now, read so that I can hear you. (She looks at Wayne in Group I.) Wayne, will you get busy over there?

Teacher: (108) Let's start over here with our Bluebird. Do you know how to clip your picture up here? (She points to the easel.)

(ff) (Cheryl rises to clip her picture on the easel.)

Teacher: (109) Are you ready?

Ellen: (110) They're comfortable.

Teacher: (111) Do you like the desks? Are they comfortable?

Ellen: (112) I wish we could have them in our room.

Teacher: (113) Need some help?

(gg) (Mrs. Black gets up to adjust Cheryl's picture on the easel.)

Cheryl: (114) Yes. (Giggles.)

(hh) (The teacher places her hands on Cheryl's shoulders and shows her where to stand. Cheryl smiles and stands, holding her paper.)

Teacher: (117) Now! Will you stand about right here, Cheryl, so that we can see the picture and so that we can hear. About right there. Is that O.K.? (She returns to her seat.)

Teacher: (118) You can all see the picture. Now, let's listen to Cheryl's story. These are autobiographies that you wrote yesterday over at that table, and I didn't check them or read them or anything.

Cheryl: (119) Mrs. Black, I call myself Snuffy.

Teacher: (120) Do you? Well, an autobiography is a story about yourself, but instead of being yourself, you're going to be something else. What are you, Cheryl?

Cheryl: (121) The nose. (She points to her picture of a nose.)

Teacher: (122) What? I didn't hear you.

Cheryl: (123) The nose.

Teacher: (124) You're the nose.

Cheryl: (125) Yes, ma'am.

Teacher: (126) Now read real loud, Cheryl, so I can hear you and read clearly.

Cheryl: (127) "I am a nose. My name is Snuffy. The girl who owns me is Sunset. Sunset leans up against me like a soft, furry bunny. I like it when she rubs her soft fur against me. I like her to rub her soft fur on me, but I do not like to smell the stinky bunny. Sometimes, she rubs her baby cat against me, and her mother is my mother's nose."

(ii) (Cheryl reads aloud and smiles at her story.)

Teacher: (130) Uh--your mother is on Sunset's mother's face? In other words, your mother is Sunset's mother's nose? Oh, that's good. O.K., go ahead. Excuse me.

Cheryl: (131) "I don't like to be pulled on or smushed in. Mrs. Lips is always talking. Mrs. Eyes is always blinking at me, and Hair--Mrs. Hair always tickles me. They always say, 'Hello, Snuffy.' I say, 'Hello, Mrs. Eyes. Hello, Hello, Mrs. Lips. Hello, Mrs. Hair.' Sometimes when she says, 'Hello, Snuffy,' I say, 'Hello, Mrs. Hair.' Sometimes Mrs. Hand scratches me. I don't like that a bit. One day my owner played clowns and painted me all up with red paint and a big blue dot. Would you like to be me? Sunset's mother made her take the paint off. I was glad too."

(jj) (Cheryl laughs. The others in the group laugh also.)

Teacher: (132) You mean you got painted, Mrs. Nose?

Cheryl: (133) Yes, ma'am.

Teacher: (134) Oh. Like a clown? I'll bet you did like that, didn't you?

Cheryl: (135) Yes, ma'am. (Giggles.) "One day someone hit me and made me bleed, and when they did, they didn't say, 'I am sorry.'"

Teacher: (136) Aw.

Cheryl: (137) "Sunset bandaged me up, and soon I was well again, and now I--and now I--and now all I did was sniff again."

Teacher: (138) Oh. I'm so glad you're well and have been bandaged, and you can sniff, Mrs. Snuffy.

Pupils: (139) (Giggles.)

Teacher: (140) O.K. Thank you, Cheryl. I thought that was wonderful. Did you like that?

(kk) (The teacher helps Cheryl take down her picture. Cheryl returns to her seat.)

Pupils: (141) Uh-huh. (Giggles.) It was funny.

Teacher: (142) What part did you like best, Stella?

(11) (Stella thoughtfully places a hand to her face and answers.)

Stella: (143) When there was--uh--somebody painted her up.

Teacher: (144) You like when Snuffy got painted? (Stella nods.) What part did you like, Sue?

Sue: (145) Mmmmmm.

Teacher: (146) I'm sorry somebody hit Mrs. Snuffy and made her bleed.

Cheryl: (147) (Giggles.)

Teacher: (148) O.K. Ellen, would you like to be next?

(mm) (Ellen moves forward and places her picture on the easel. Her picture is a large mouth, gaily painted.)

Ellen: (149) Uh-huh.

Teacher: (150) Who are you today?

Ellen: (151) Miss Lips.

Teacher: (152) You're Miss Lips? You're not Ellen today, are you?

Pupils: (153) (Giggles, laughter, and noise.)

Teacher: (154) Oh, how pretty you look today!

Ellen: (155) (Giggles.) Oh, thank you.

Teacher: (156) You're welcome. Stand over a little to the side and read real loud for me, Ellen.

Ellen: (157) "Hello. My name is Miss Lips. I like to smile, I like to--"

(nn) (The children whisper as Ellen begins to read.)

Teacher: (158) A little fast.

Pupils: (159) (Whisper.)

Teacher: (160) Pardon us, Ellen, while we move. Why don't you start over and slow down a little bit? Will you?

(oo) (Ellen, smiling and laughing occasionally, reads quickly.)

Ellen: (162) "Who are you? You look like little baby toe. You sure are little, but you sure are fat. I live on a face. My lips are red. What color are you? Who me? I'm tan. You should see my father. He--he is--here he comes. Bye. Oh, he is gone. I hate when that old lady puts lipstick on me, but that's to make me look good. That old lady puts red, orange, and pink, and other colors. That old lady sure is lucky to have me. I made that old lady look good. Sometimes I like it when she puts red stuff on me. I do not like sticky lips. She sure looks good with lips. So that's the end of lips. Good-bye."

Teacher: (163) Oh, that was good, Ellen. Very good.

(pp) (Ellen flips her paper, almost a wave, and backs away. Then she takes her picture from the easel as the teacher reaches up, still seated in chair at left, to help her. Ellen sits down.)

Teacher: (164) Now, how about the little toe. I'll put your picture up.

(qq) (Ann comes forward. The teacher rises and puts the picture on easel. She shows Ann where to stand. The teacher sits down as Ann begins reading.)

Teacher: (165) Look at those pictures. Ann is little baby toe today. She is going to tell us the adventures of being a toe for one day. Do you want to stand over here? Read a little bit slow and real loud for me so I can hear you.

Ann: (166) "Little Toe"--"I'm a little toe, so chubby and fat. I do not wiggle so much like the other toes. I hardly move. One day somebody came and touched me. I didn't mind very much because I am used to it. I don't sneeze, I don't walk--all I ever do is lay on a sheet--that's all I ever do. My little toe everybody pushes me all around. This big, mean thing right beside me is so mean to me, but cut, little me--I just don't do anything, I just let him push me around. I belong to a little boy. He is also chubby and fat."

Pupils: (167) (Giggles.)

Ann: (168) "But I don't care. Probably you want to know who this is. It is my brother. All of his toes are my family. I have other brothers, but they are not mean and fat as he is. My daddy doesn't care. He just makes me mad. Mother said, 'Why do you treat your little baby brother like that?'"

(rr) (Other children remain quiet.)

Teacher: (169) A little louder.

Ann: (170) "And he didn't and I was glad. But he did it again, and I was going to tell my little father on him. I hope he gets punished, and he will stop, and he will start again, but I have had enough of this. I am just going to tell my little father. I think it will work. Oh, let's forget about that. On with the story! One day I heard somebody say, little toe. The baby's name was Billy. They did name me. They named me Willie because his name was Billy. All my brothers were mad. But I just minded my own business and ignored them. Oh, that's the end of the story of the little toe."

Teacher: (171) Oh, good. You really have problems there with all those little brothers and sisters.

(ss) (The teacher rises from chair and helps take down the pictures. Ann sits down.)

Teacher: (172) O.K., good. Tom Thumb, let's hear about you. You want me to help you put it up? Let's see. Which way do you go, Tom Thumb--this way, or this way? O.K., move over a little bit. Let;s stand over a little bit--just a little bit, Lisa. Right there.

(tt) (The teacher hangs picture of thumb and shows Lisa where to stand.)

Lisa: (173) "Tom Thumb."

Teacher: (174) Wait just a minute. Read slowly and loud.

Lisa: (175) "Tom Thumb can do many things. He can feel things. He can button a coat. He can pop baloons. He can turn pages of a book. Tom Thumb likes people. He can do many things. Although he is the smallest one of us, he is a good helper. He can play marbles, too. He loves to help you. I don't know what we would do without you, Tom Thumb. You can turn the dial on the telephone. Your fingernail is sharper than a knife. He can even rip his own pants and shirt." (Giggles.)

Teacher: (176) You are pretty important, Lisa. Because it would be sort of hard to get around without a thumb, but I have never dialed a telephone with a thumb. Do you?

(uu) (The teacher takes down the picture and hands it to Lisa.)

Teacher: (177) O.K. Let's hear from Eyelash.

(vv) (Stella moves to the easel. The teacher moves to the easel and hangs up pictures of a very large eye.)

Teacher: (178) O.K. You want to read real nice and loud for me.

Stella: (179) (She reads aloud from her paper.) "Little Lost BoBo Eyelash. Who are you? I don't like to hear stories, but I like to tell them. So I will tell you what happened to me once. Once upon a time there was an eye. He had a lot of eyelashes, and the best one was BoBo eyelash. She was the smallest, prettiest, and funniest eyelash of them all, but she had done some things she did not like. She hated to be combed at all. And then one day in September, '65, cut me off of her eye, but I didn't care because I just ran away. Then Bobo, that's me, went free and ran and played and most of all did not have to be combed. Then one day I said, 'We must go out and find Bobo. She might be lost.' So all the eyelashes and the eye went to look for little lost Bobo. They looked in cabinets, streets, and on every eye. They looked in the grass. There in the middle of the grass was little Bobo. How glad they were! Oh, how happy Bobo was! She was so glad to see eye and eyelashes that she jumped up in her place, and Bobo stayed there forever. I lived happily ever after." And that's the story of little lost Bobo eyelash. I will tell you another story very soon. (Sits down.)

Teacher: (180) (She takes down the picture.) Oh, that was good. Did you like your story? Yes, everyone read their story. O.K., Ellen's story was about the lips, remember? Pick up your chairs and move them.

(ww) (Mrs. Black stands facing the girls with her hands clasped behind her.)

Teacher: (181) Cheryl, you don't need to bring yours.

(xx) (The teacher moves to the table holding earphones. The children from Group IV bring chairs to table and sit down.)

Teacher: (182) Bring your chair over here. Now, plug in.

(yy) (Mrs. Black shows the children how to plug in the earphones, adjusts the controls, untangles the wires, and plugs in the recorder. It squeals. The children in Group IV laugh.)

Teacher: (183) Shh!

Pupils: (184) (Laughter.) (Giggles.) Yeah! (Giggles.)

Teacher: (185) Now, for a while you'll be hearing some things on the tape recorder. Can you hear?

(zz) (Children in Group II, with mirrors, are smiling and looking at themselves.)

Teacher: (186) Do you hear? I would like for you to get your stories right now, and let's come over here, and sit around, and listen in a circle right here by the easel. Bring your stories over this way.

(aaa) (Group II, using mirrors to write descriptions, moves to the semicircle before the easel.)

Teacher: (187) Come on, John. If you're not through, come anyway, John, and we'll listen. We'll let you just stand there because you're going to be first. O.K.?

(bbb) (Mrs. Black shows the children in Group I where to place their chairs in the area where Group II worked.)

Teacher: (188) Sit here, Freddy. Then Marie, you may sit here. John, get a chair. Right over here. Why don't you sit here? Are you still making faces at yourself?

(ccc) (Wayne, a boy in Group I, sticks out his tongue at the mirror.)

Teacher: (189) All right, let's listen to this story which she wrote while she she was looking in the mirror. Becky, why don't you step up about right read and read slow and read nice and loud, will you?

(ddd) (The teacher places her hands on Becky's shoulders. Becky begins to read from her paper.)

Becky: (190) "My name is Becky. Well, I have blonde hair and blue headband, blue eyes and some white in them. Two of my teeth are out. My collar is low. I am wearing a red dress. My eyebrows are light brown. My eyelashes are not dark black. I think I am very pretty. I think I should be prettier. My cheeks are pink. My lips are pink. I think I am very--I am very pretty. I have little bangs, and that's the story of myself."

Pupils: (191) (Clap.)

Teacher: (192) That was good. Becky, I think you're pretty, too. You want to sit here?

(eee) (Mrs. Black pats Becky on her back and moves from Becky's chair to opposite chair as Marie gets up to read.)

Becky: (193) (Giggles.)

Marie: (194) "Myself"--"I see myself. Hi! My name is Marie."

Teacher: (195) Read aloud now so I can hear you.

Marie: (196) "I see myself. Hi! My name is Marie. My hair is pretty. See I am pretty too. I have pretty teeth too. They are shiny too. I brush them every day. M hair is curly. I wash it. That is why it is shiny and curly. I have a nose too. It is a big one. I have a mouth too. It is to talk with. Well, I had better go. Good-bye."

Teacher: (197) Oh good, Marie. I think you're nice looking, also. O.K., John, would you like to--John, did you get through?

John: (198) No, ma'am.

(fff) (The teacher stands with arms folded as she talks to John.)

Teacher: (199) Would you like to read just what you have, and I'm going to let you finish because I thought you started out very, very good. Now, John, you'll have to read real loud and clear. Let's step up to that line here so I can hear you. Fine. Right there.

(ggg) (The teacher points to show John where to stand.)

John: (200) "Myself"--"He can be sad--he can be glad."

(hhh) (John reads from his paper.)

John: (201) "He can be nice, but he's mostly happy. He can be helpful and not helpful. He falls down, and he stands up. He has brown eyes and black...."

Teacher: (202) Oh, well, John, you can be all those things when you want to. Is that the way you feel all the time?

John: (203) Not all the time.

Teacher: (204) I'm glad you're happy most of the time.

(iii) (John sits down and puts his paper to his mouth. Freddy rises and begins to read. The teacher stops him.)

Teacher: (205) Wait just a minute--I didn't hear your title.

Freddy: (206) "Me."

Teacher: (207) Oh, that's your title? Oh, O.K.

Freddy: (208) "I live behind a farm. There are big, fat cattle and pigs. I have on a striped shirt. There is a wall behind me. You can see I am writing--I have sort of green eyes, and I also have brown hair. My shirt is blue, gold, white, and black stripes. I have a short neck. My ears are big. John and Becky are sitting behind me. I have very big lips."

Teacher: (209) Good. Sit down. Who were you talking to? Were you talking to yourself? Where was the world?

Freddy: (210) (He points upward.) Up there.

Teacher: (211) Oh, where is the farm?

Freddy: (212) In the mirror. (He points to his mirror at the desk across room.)

Teacher: (213) Oh, you were looking at it in the mirror? That's good. Are you through with your story?

(jjj) (The teacher leans over to talk to the boy. He returns to his seat.)

Freddy: (214) No, ma'am.

Teacher: (215) Would you like to go back and work on your picture at the bottom of the page? John wants to go back and work on his story.

(kkk) (John and Freddy leave the group and go back to desks acorss the room to complete stories.)

Teacher: (216) (She looks at Group III--magic pencil group.) Are you through?

Richard: (217) Yes, ma'am.

Teacher: (218) Oh, that's good. How many of you in here are through?

(111) (Several children raise hands.)

Teacher: (219) David--how about you?

David: (220) Yes.

Teacher: (221) Are you? (To Sandra.)

Sandra: (222) Yes, ma'am.

Teacher: (223) All right, do you want to come over here? Are you through? Come over here and let us hear what you've written. Bring your little magic slip.

(mmm) (The children rise, take chairs, and move to the reading circle.)

Jim: (224) Bring your magic slip?

Teacher: (225) Yes.

Richard: (226) Why bring your magic slip?

Teacher: (227) Bring it right over here.

(nnn) (The teacher points to the circle and then moves around circle and turns paper over.

Teacher: (228) You want to sit over there? Just turn this paper over.

Alan: (229) May I sit here?

Teacher: (230) No, I want you to sit over here. O.K., David, get up and read what you've pulled out of the magic pencil and then read your story.

(ooo) (David rises, goes to center of circle, and begins to read from his paper.)

David: (231) "If I were a giant, I would--"

Teacher: (232) Wait just a minute. Excuse me. Let's put it up here. Now turn around and read it for them. I don't believe they heard you.

(ppp) (David reads from his paper.)

David: (233) My title is "I'm a Giant." "If I were a giant, I would stomp all over the houses and squash everyone but Mrs. Black and my family."

Teacher: (234) Oh, thanks for saving me.

David: "A million--a million, hundred, and two thousand cows, a hundred and fifty girls with pigtails. I wouldn't eat--I would drink two million gallons of monkey beer."

(qqq) (David grins and moves toward his desk. Teacher takes his magic slip from easel and hands it to him.)

Teacher: (236) Are you through with that story?

David: (237) No, ma'am.

Teacher: (238) You're not through? You're going to do some more?

David: (239) I'm going to do some more.

Teacher: (240) Well, thank you for saving me and your family, Giant.

Alan: (241) He kills me!

Teacher: (242) Do you want to go back to your table?

David: (243) Yes, ma'am.

Teacher: (244) Do you want to read your story?

Richard: (245) It's pretty long.

Teacher: (246) That is all right. I don't mind. Now, this is--you wrote an imaginary story, didn't you?

(rrr) (Richard rises and comes forward. He hands his slip of paper to the teacher. She reads the "sentence starter" and places it on the easel. The boy reads his story before the group. The teacher stands at the back of the group.)

Richard: (247) Yes, ma'am.

Teacher: (248) This is the imaginary story of "On the way to school I saw a little...."

Richard: (249) "Donkey man. He said, 'You better get off my land before I make you a donkey boy.' Then he made me a donkey boy. The donkey man said, 'I came out of the ground. I am a bugger man.'"

Pupils: (250) (Giggles, laughter.)

Richard: (251) "He looked--he looked--I forgot that word--strange. He looked strange."

(sss) (Mrs. Black starts toward Richard, stops and goes back.)

Richard: (252) "He was about six foot tall. I was about five foot tall. He ran away from me. I did not know why. The donkey man was laughing because he wanted to, I guess. But I am still a donkey boy. Goodbye." (He sits down.)

Teacher: (253) You mean you got on this man's land, and he was a donkey man, and he turned you into a donkey boy?

Richard: (254) Yes, he was a bugger man.

Teacher: (255) Well, I'm glad I'm not a bugger man--Thank you, Alan. Are you going to read yours next?

(ttt) (Alan rises, takes the magic slip of paper from the easel and sits down.)

(End of recording as lesson continues.)

DEMONSTRATION #9 - ORAL LANGUAGE AND POETRY

Lesson Topic: Oral language development through poetry

Teacher: Mrs. Ann Varner

Class: Second Grade

Number of Pupils: 24

10 Girls 14 Boys

The Lesson in Brief

Mrs. Varner begins the demonstration by reading aloud to the class the following poems: "Every Time I Climb a Tree," "The Pasture" by Robert Frost, "Johnathan Bing" by B. Curtis Brown, "Galoshes" by Rhoda Bachmeister, "Afternoon On a Hill" by Edna St. Vincent Millay, and the 24 children listen and then discuss the poems.

The listening activity is followed with the class reading in unison in a verse-choir arrangement. Each child reads from a folder of selected poems. The poems for reading in unison are as follows: "Frogs at School" by George Cooper, "Daisies" by Frank D. Sherman, "Moo Cow Moo" by E. V. Cooke, and "The Secret."

The children close their folders as the teacher reads "The Raggedy Man" by James W. Riley and "The Wind" by Robert Louis Stevenson. Mrs. Varner speaks the bulk of the poem, and the children chorus the refrain using high, medium, and low voices.

A group of children go to the stage, and take rehearsed positions. They give a choral recitation with different groups taking refrains of the following poems: "The Wind" by C. Rossetti, "Little Birdie" by Tennyson, "The Swing" by R. L. Stevenson, and "What is Pink?"

A small group of boys go to the stage to dramatize the following poems: "Home for a Bunny" by Margaret Wise Brown, "Baby Seeds," "The Little Plant," and "Five Little Chickens."

Different boys act out the part of a rabbit, birds, etc. It is mostly oral reading rather than a dramatic presentation. At times the children seated at their desks recite the chorus of poems during the dramatization.

After the dramatization, the children select poems to read aloud and to illustrate with an individual picture or help create a mural to illustrate a poem. Others are free to choose a picture suggesting a topic from a picture box, to write a short poem, or to illustrate a poem that has been read.

Lesson Plan

I. Background

These children have read poetry each month to correlate with science, special days, and seasonal activities. This month's science concerns seasonal changes with the wind and the coming of spring. Most of the poetry used in this demonstration centers around these events.

II. Teacher Objectives

- A. Appreciation of literature
- B. To understand that poetry creates mood
- C. To encourage more independence in reading literature (poetry)
- D. To foster oral expression in interpreting good poetry
- E. To encourage individual participation in the enjoyment of poetry
- F. To feel the rhythm in poetry and be able to express it in various ways
- G. To improve all oral language

III. Procedure

- A. Listening (6 minutes)
  - 1. Teacher reading selections to create interest
  - 2. Class as a whole responding
- B. Unison reading by the class as a whole
- C. Refrain reading (7 minutes)
  - 1. Teacher says the bulk, children the refrain
  - 2. Refrain chorus; high, medium, and low voices
- D. Antiphonal speaking (6 minutes)
  - 1. Question-response
  - 2. Groups taking turns
  - 3. Conversation exchange
- E. Scanning (3 minutes)
  - 1. Clapping the rhythm

- F. Dramatize (10 minutes) stage to be used
  - 1. Small groups
  - 2. Entire class

IV. Follow up Activities

- A. Choosing a poem to read aloud for others to enjoy
- B. Choosing a poem to tell aloud
  - 1. What I like about this poem is .....
  - 2. The picture this poem gives me is .....
- C. Choosing a poem to illustrate
  - 1. Mural for group activity
  - 2. Individual pictures for sharing (using opaque projector while child relates his experience)
- D. Written expression
  - 1. Choosing from picture box (these are magazine cutouts that suggest topics)
    - a. Using one to write a short poem
    - b. Using one that illustrates a poem that has been read
    - c. Using the March charts, phrase charts, picture charts to aid with spelling and structure.

V. Materials

- A. Charts

B. Reference books for children

  1. Poems for Galloping - R. M. Quakenbush
  2. Poems for Weather Watching - Laurie Israel
  3. Who Has Seen the Wind? - Conger
  4. What is Pink? - Rossetti
  5. Mrs. Malone - Farjeon
  6. Let's Do Fingerplays - Grayson
  7. Read-A-loud Poems - Barrows
  8. Old Mother Goose - Haines
  9. Wynken-Blynken and Nod - Field
  10. Gingham Dog and Calico Cat - Field
  11. Poems for Counting - R. M. Quakenbush
  12. A Child - MacFarland

C. Pictures

D. Chalk (colored) for illustrating

E. Opaque projector for viewing illustrations

F. Large sheets of paper for group mural

G. Manila paper (12 x 18)

H. Each child has in his possession February and March poems which have been selected and fastened into a folder.

I. Teacher-made poem file

J. References for teacher

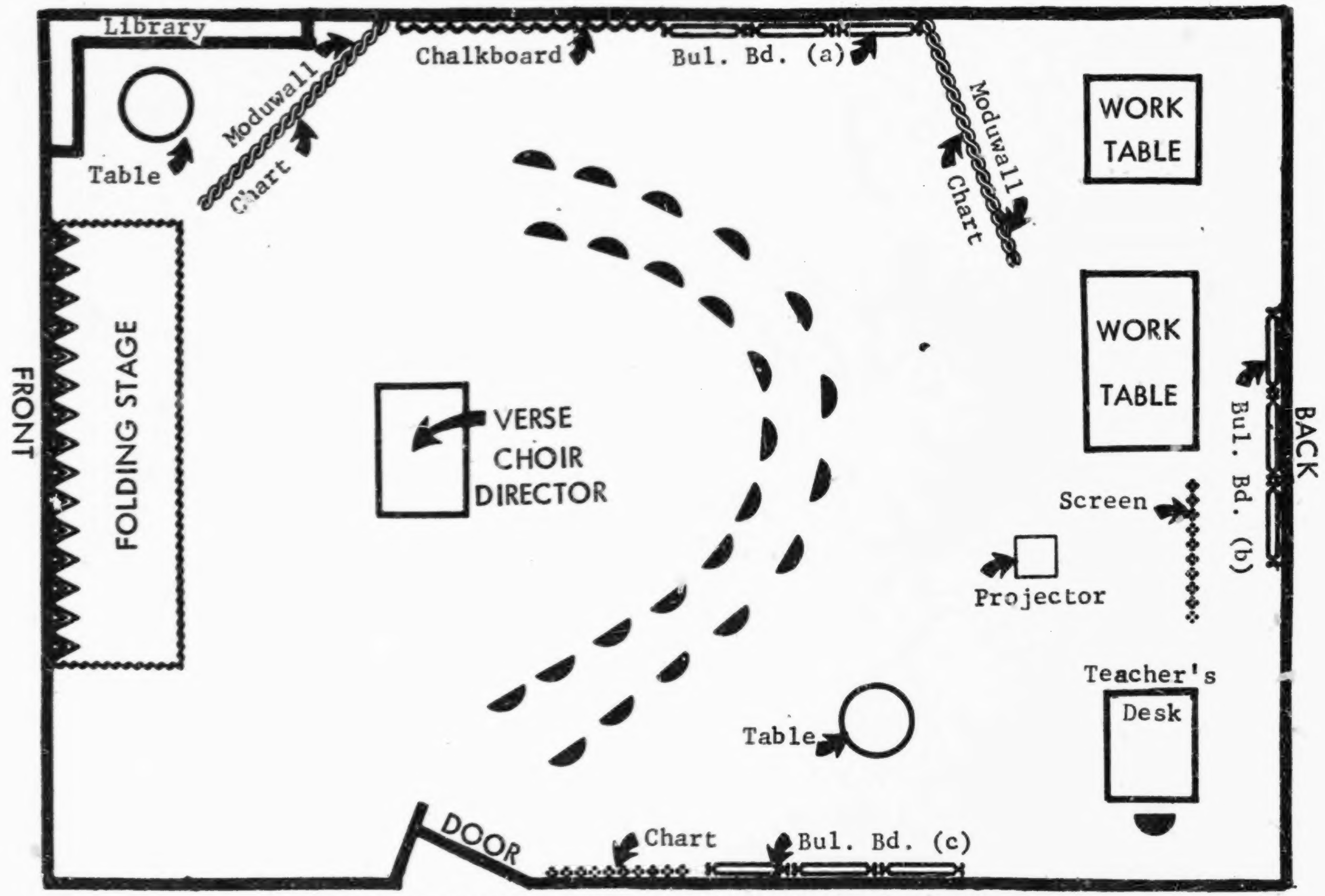
  1. The Arbuthnot Anthology of Children's Literature
  2. Playmaking With Children - Winifred Ward

3. The Golden Treasury of Poetry - Louis Untormeyer
4. Poetry in Elementary Classrooms - Flora J. Arnstein
5. Children's Literature for Dramatization - Geraldine Brain Siks
6. Children and Books - Mary Hill Arbuthnot
7. Childcraft, Vol. 2
8. Poems Teachers Ask For, Vol. I
9. Poems Teachers Ask For, Vol. II
10. Ring-A-Round - Harrington

Physical Arrangements

A double semi-circle of individual desks and chairs is arranged facing a portable stage at the front of the room. The entire class is seated here. An overhead projector and screen toward the back of the room is provided to show children's illustrations.

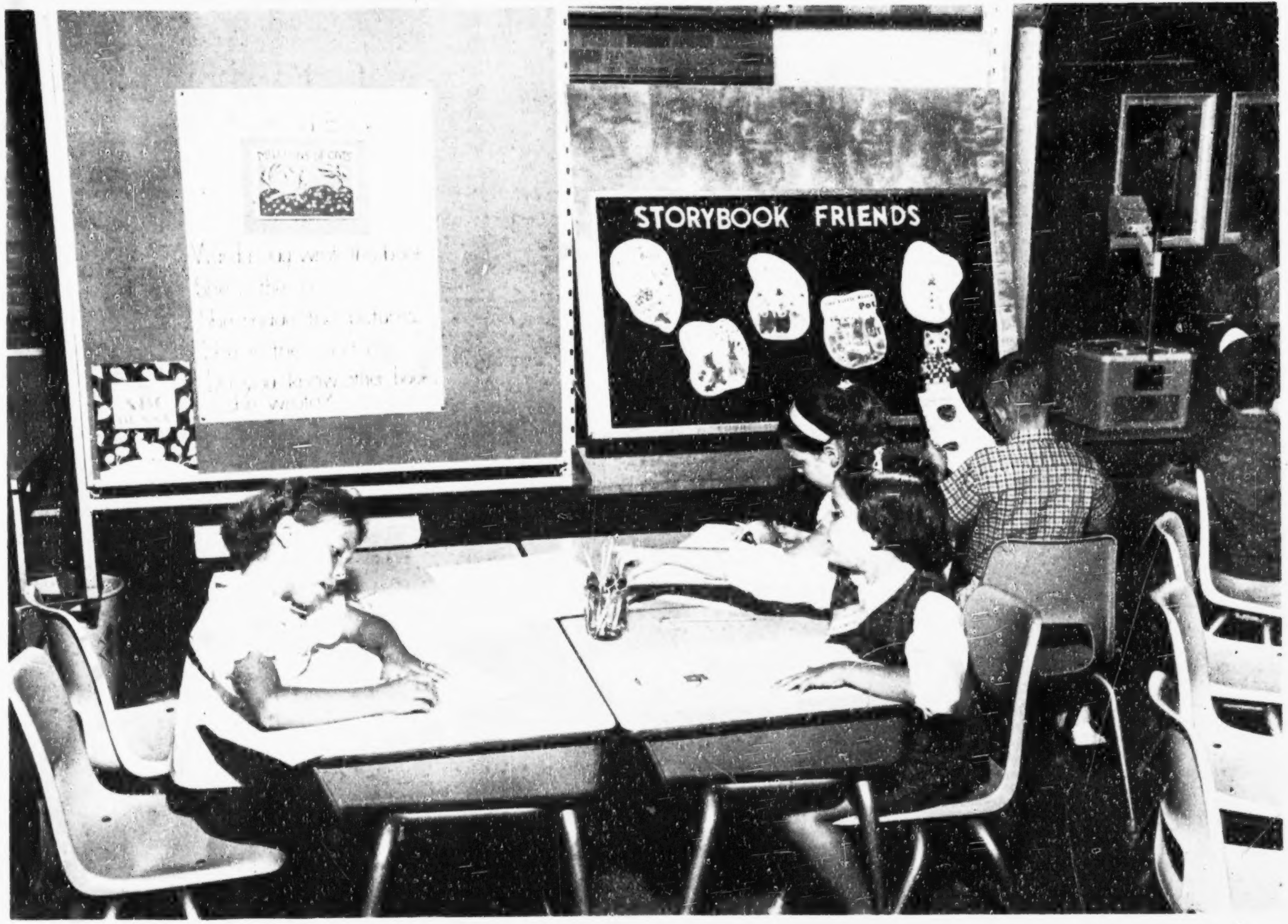
On display in the room are books of poems the children collected, and also books of poems the children composed. Many reference books of poetry and anthologies of poems are in evidence. Several teacher-made spelling and rhyming word charts are displayed on the bulletin boards.



ROOM ARRANGEMENT FOR DEMONSTRATION LESSON 9
ORAL LANGUAGE-POETRY

MORE GOOD BOOKS

Things to Do
1 List all names
2 Find the contractions
3 Write the compound words
4 Find ten one syllable words
5 List ten two syllable words
6 Try to find five three syllable words
7 Draw a picture to go with the story
Hallowee


STORYBOOK FRIENDS

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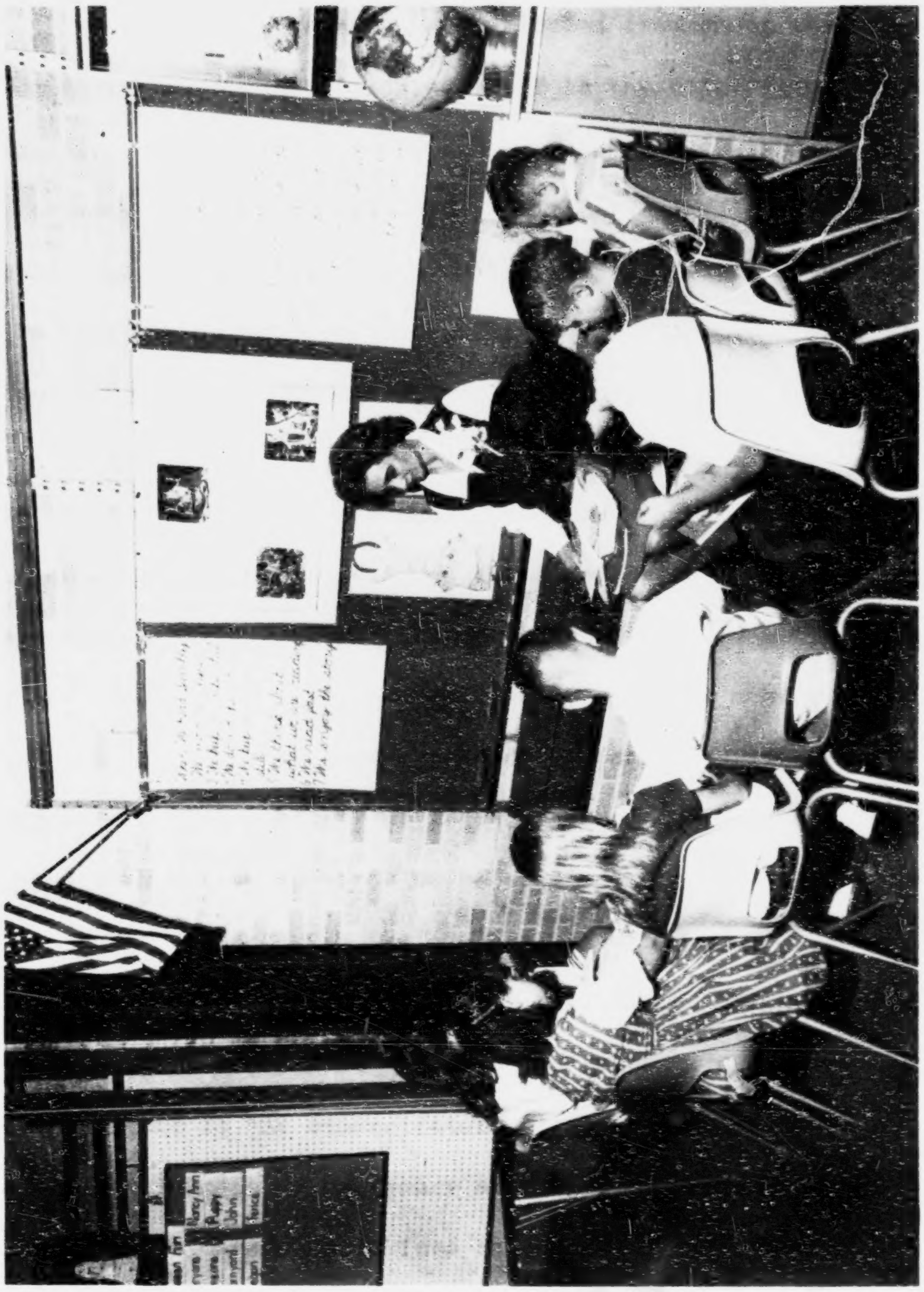

Demonstration Teacher Selection

Demonstration teachers were selected from among the regular second and third grade teaching staff in the cooperating school district. Fifteen elementary schools were available from which to select. Procedures involved preliminary identification by the local supervisory staff and by elementary principals. Nominations were treated as a pool of prospective demonstrators. In many cases the recommendations of principals and those of local supervisory staff members were identical. A total of approximately 15 possible teacher demonstrators were thus identified. The project director and assistant director reviewed these nominations with the local supervisory staffs and eliminated those who seemed quite inappropriate, even though recommended by a local staff member. The assistant project director observed the remaining teachers and discussed the possibility of including them on the demonstration schedule when they appeared to be skilled, interested, and flexible enough to work with the project objectives.

The assistant project director began immediately planning demonstrations with several of the selected teachers. Demonstration dates were assigned to the demonstrators with agreed upon back-up dates in case of illness or emergency affecting one teacher demonstrator. Demonstrators were divided into three series with attention given to a balance of teaching styles represented in each of the three sets or series of demonstrations.

Three Negro teachers were included in the group, and one of these was assigned to each of the three series. Stand-by teachers were selected to participate in the demonstration planning and to prepare alternate lessons as needed. A total of 11 demonstration teachers were thus participating in planning demonstrations.

For purposes of the project, it was important to keep observers from coming to think of teacher demonstrators as the "best teachers" or a "privileged" group. In order to avoid this impression, demonstration teachers and participant viewers were given special orientation. At these orientation sessions, it was emphasized that demonstration teachers were not necessarily the best teachers in the district, nor were they to be regarded as superior to all others. On the contrary, it was pointed out that these teachers had been selected because they were good teachers, but that in many cases other good teachers were not available, not interested, or did not have the particular kind of skills which we were anxious to have demonstrated. These orientation sessions emphasized the idea that we are expecting to demonstrate only what any good teacher could do with proper planning and understanding. The entire administrative staff attended this orientation session, and the superintendent of schools shared in orienting the teachers regarding the purposes of the project.

Demonstration Planning

Each demonstration teacher was asked to make preliminary plans for her demonstration. When these were developed, the demonstrators were asked to project their plans a week to three weeks in advance and to attempt to outline the kind of lesson they hoped to use for the demonstration on the designated date. The assistant project director observed demonstration teachers in action, tried to identify strengths and weaknesses in their *modus operandi* with an eye to helping them plan demonstrations which would draw upon the greatest strengths already existing in each demonstrator. When preliminary demonstration outlines had been prepared by the teacher, the assistant project director reviewed these with each demonstrator. Re-planning was undertaken from the standpoint of project objectives. Refinements, addition, or elimination of activities were encouraged to make each lesson as highly focused on certain project objectives as possible. Activities which were readily visible were emphasized.

Evaluation of Demonstrations

Qualitative Analysis of Demonstrations

Each of the nine demonstrations was carefully planned as previously described in an effort to provide uniformly high quality demonstrations for all viewers on all occasions. However, the substantial amount of freedom given to individual demonstrators and the individual differences expressed in demonstrating various practices made it impossible to produce a series of nine demonstrations that were perceived as having been equally effective in accomplishing demonstration purposes. Efforts to equate the total experience of viewers as far as the effect of the demonstrations was concerned included the rotation of viewers and demonstrations. Each participant viewed only every third demonstration. Efforts were made to schedule demonstrations so that each series of three demonstrations provided similar experiences for viewers. It was hoped that this would provide some balance in the overall impact provided by the demonstrations. Table 2 below lists the subject areas and topics for each demonstration by series.

The evaluation of demonstrations was undertaken in two ways. (1) Viewers were asked to complete a demonstration rating form (se Appendix B) following the viewing of every demonstration and prior to any opportunity for discussion. (2) Each of the three project staff members who worked closely with all nine demonstrations independently ranked them as to their effectiveness in accomplishing the overall objectives of the project. Summaries of these ratings and rankings of the nine demonstrations are shown in Tables 3 , 4 and 5 below.

Quality of demonstrations

As shown in Table 3 the mean ratings of viewers indicate consistently high ratings for nearly all nine demonstrations. There were, however, variations in mean ratings in response to the different questions but also some variations among demonstrations as shown by the sum of mean ratings. Analysis of the ratings of viewers of the nine demonstrations suggest that Series B (demonstrations two, five, and eight) as a set of experiences was most favorably received while Series C was least well received.

A similar analysis of rankings of effectiveness by staff members is fairly consistent with that provided by viewer ratings. Series B demonstrations were most highly ranked while Series A and C were nearly identical and distinctly lower than the other series. Table below compares the mean ranks for viewer ratings and staff rankings on the demonstrations. A Spearman rank order correlation of 0.667 suggests a substantial positive correlation between these two sets of rankings.

Table 2
SUBJECT AREAS AND TOPICS
FOR DEMONSTRATIONS BY SERIES

Demonstration and Series	Grade	Subject	Topic
Series A			
1	3rd	Creative Writing	Self-expression through creative writing with emphasis on initiating a class newspaper
4	3rd	Spelling	Structure and use of words as a means of improving oral and written expression
7	3rd	Reading	Basic reading activities in a developmental program
Series B			
2	3rd	Reading	Basic reading activities in a traditional developmental program
5	2nd	Language Arts	Oral language and listening
8	2nd	Creative Writing	Writing original stories, story endings, and imaginative descriptions
Series C			
3	3rd	Reading	Basic reading developed around a unit entitled "The Thanksgiving Story"
6	2nd	Creative Writing	Story writing, song writing, and letter writing
9	2nd	Oral Language	Oral language development through poetry

Table 3
SUMMARY OF RATINGS OF NINE DEMONSTRATIONS BY VIEWERS

Demonstrations No.	Series	Mean Viewer Rating by Questions* 1	2	3	4	5	Sum of Mean Rating	Rank
1	A	4.5	4.3	3.6	4.3	3.5	20.2	6
2	B	4.4	4.5	3.8	4.7	4.4	22.8	2
3	C	4.0	4.0	3.0	4.0	3.8	18.8	9
4	A	4.4	4.7	4.0	4.5	4.5	22.1	4
5	B	4.0	4.1	3.2	4.4	3.7	19.4	8
6	C	4.6	4.8	4.0	4.8	4.0	22.2	3
7	A	4.4	4.5	3.6	4.7	4.0	21.1	5
8	B	4.8	4.9	4.4	4.9	4.2	23.2	1
9	C	4.0	4.0	3.6	4.4	3.9	19.9	7

	Sum of Ranks
Series A - (1, 4, 7)	15
Series B - (2, 5, 8)	11
Series C - (3, 6, 9)	19

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* Questions employed to secure viewer ratings were:

1. How important is this kind of experience to you?
2. How interesting was the session?
3. How likely are you to make changes in what you do as a result of this experience?
4. How well organized, planned, and presented was the session?
5. How applicable to your situation were the things demonstrated?

Table

SUMMARY OF RANKINGS OF EFFECTIVENESS OF DEMONSTRATIONS BY STAFF*

Demonstration No.	Series	Composite of Staff Ranks*
1	A	5
2	B	4
3	C	9
4	A	6
5	B	3
6	C	2
7	A	7
8	B	1
9	C	8

	Sum of Ranks
Series A - (1, 4, 7)	18
Series B - (2, 5, 8)	8
Series C - (3, 6, 9)	19

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*Staff members who ranked demonstrations included two members of the local supervisory staff plus the assistant project director. Each of these persons had been closely connected with all demonstrations.

Table 5
COMPARISON OF VIEWERS RATINGS WITH STAFF RANKINGS OF DEMONSTRATIONS

Demonstrations		Mean Rank for			
No.	Series	Viewers Ratings	Staff Rankings	D	D^2
1	A	6	5	1	1
2	B	2	4	-2	4
3	C	9	9	0	0
4	A	4	6	-2	4
5	B	8	3	5	25
6	C	3	2	1	1
7	A	5	7	-2	4
8	B	1	1	0	0
9	C	7	8	-1	1
					$40 = D^2$
Series A - (1, 4, 7)		15	18		
Series B - (2, 5, 8)		11	8		
Series C - (3, 6, 9)		19	19		

$$Pxy = 1 - \frac{6 \sum D^2}{N(N^2 - 1)} = 1 - \frac{6(40)}{9(80)} = \frac{1-240}{720} = \underline{0.667}$$

Observer reactions to demonstrations

Each of the nine demonstrations is reported below in the form of a brief summary of observer reactions. These reactions come from session ratings plus comments and notations reported immediately after each demonstration.

Demonstration #1

Most of the observers were definitely worried and uneasy about the informality of the class activity. Several labeled the lesson as "disorganized" and "complete bedlam." The principal of the school made a brief report on the teacher and her class. He commented on her very permissive attitude toward children, but claimed she definitely "got the job done."

It was the opinion of one visiting observer, a college supervisor, that a great deal of pupil learning took place in the experience.

The 43 observers rated the demonstration as follows:

1.	62%	Extremely important*
	38%	Average and Above
	0%	Below average and extremely unimportant
2.	60%	Extremely Interesting
	33%	Average and Above
	7%	Below Average and extremely unimportant
3.	23¼%	Extremely likely to make changes in what I do as a result of this experience.
	67½%	Average and Above
	9¼%	Below Average and extremely unimportant

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* Ratings of 5	Extremely important
3-4	Average and above
1-2	Below average and extremely unimportant

4.	50%	Extremely well organized, well planned, and presented.
	50%	Average and Above
	0%	Below average and extremely unimportant
5.	26%	Extremely applicable to my situation
	65%	Average and Above
	9%	Below average and extremely unimportant

"Considering the entire session, the statement below reflects my point of view:"

6.	15%	A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."
	85%	B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question	Mean	Mode	Range
1. Importance?	4.5	5	3-5
2. Interest?	4.3	5	1-5
3. Liklihood of change?	3.6	4	1-5
4. Organized?	4.3	5	3-5
5. Applicable?	3.5	3	1-5
Total - All Ratings	20.2	22	9-25

Demonstration #2

Mrs. Dawson's demonstration was extremely well planned and well received. It was a traditional lesson, but the observing teachers seemed comfortable with it. The whole operation was extremely smooth.

Observers made several favorable comments about the practicality of the demonstration. The students were very responsive and most impressed with Mrs. Dawson's ability to work with several groups simultaneously. There were many comments from the observers about "good discipline" and "good control" of teacher. Others questioned listlessness and lethargy of several children.

The experienced teachers in the follow-up group made only a limited number of comments. They seemed neither perturbed nor stimulated by the demonstration.

The 44 observers rated the demonstration as follows:

1.	54%	Extremely Important
	43%	Average and Above
	3%	Below Average and Extremely Unimportant
2.	68%	Extremely Interesting
	30%	Average and Above
	2%	Below Average and Extremely Unimportant
3.	28%	Extremely likely to make changes in what I do as a result of this experience.
	63%	Average and Above
	9%	Below Average and Extremely Unimportant

4. 77% Extremely well organized, well planned, and presented.

20% Average and Above

3% Below Average and Extremely Unimportant

5. 52½% Extremely applicable to my situation.

47½% Average and Above

0% Below Average and Extremely Unimportant.

"Considering the entire session, the statement below best reflects my point of view:"

6. 27% A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."

73% B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question	Mean	Mode	Range
1. Importance?	4.4	5	1-5
2. Interest?	4.5	5	2-5
3. Likelihood of change?	3.8	4	1-5
4. Organized?	4.7	5	1-5
5. Applicable?	4.4	5	3-5
Total - All Ratings	22.8	24	8-25

Demonstration #3

The 43 observers were surprised at the length of time pupils were able to work independent of the teacher and impressed with pupils being given responsibility of electing a chairman and assigning their own parts for the dramatization. Several observers commented favorably on pupil enthusiasm during discussion of stories. Most observers agreed that although Miss Bynum talked too much and too fast and did not probe for thoughtful answers, organization, procedure, and timing was very smooth, and all appreciated what the demonstration had to offer.

The 35 observers rated the demonstration as follows:

1.	51½%	Extremely Important
	37%	Average and Above
	11½%	Below Average and Extremely Unimportant
2.	49%	Extremely Interesting
	51%	Average and Above
	0%	Below Average and Extremely Unimportant
3.	6%	Extremely likely to make changes in what I do as a result of this experience.
	71%	Average and Above
	23%	Below Average and Extremely Unimportant
4.	57%	Extremely well organized, well planned, and presented.
	43%	Average and Above
	0%	Below Average and Extremely Unimportant

5. 25% Extremely applicable to my situation
72% Average and Above
3% Below Average and Extremely Unimportant

"Considering the entire session, the statement below best reflects my point of view:"

6. 49% A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."

51% B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question	Mean	Mode	Range
1. Importance?	4.0	5	1-5
2. Interest?	4.0	5	3-5
3. Likelihood of change?	3.0	3	1-5
4. Organization?	4.0	5	3-5
5. Applicable?	3.8	3	2-5
Total - All Ratings	18.8	21	10-25

Demonstration #4

The 38 observers were very enthusiastic about the demonstration and took more notes than usual. Some pointed out evidences of self-directed learning. The tape recording of the spelling lesson caused most comment because it gave additional spelling practice to one small group while the teacher was free to work with a larger group. The bulletin boards and charts related to the spelling lesson, the use of seasonal words to supplement the lesson, and the mimeographed sheets of homework related to the day's activities were strong points in the lesson.

The 38 observers rated the demonstration as follows:

1.	60½%	Extremely Important
	37%	Average and Above
	2½%	Below Average and Extremely Unimportant
2.	82½%	Extremely Interesting
	15%	Average and Above
	2½%	Below Average and Extremely Unimportant
3.	42½%	Extremely likely to make changes in what I do as a result of this experience
	52½%	Average and Above
	5%	Below Average and Extremely Unimportant

4.	90%	Extremely well organized, well planned, and presented
	7%	Average and Above
	3%	Below Average and Extremely Unimportant

5.	57%	Extremely applicable to my situation
	40½%	Average and Above
	2½%	Below Average and Extremely Unimportant

"Considering the entire session, the statement below best reflects my point of view:"

6.	5%	A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."
	95%	B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question	Mean	Mode	Range
1. Importance?	4.4	5	1-5
2. Interest?	4.7	5	1-5
3. Likelihood of change?	4.0	5	1-5
4. Organized?	4.5	5	1-5
5. Applicable?	4.5	5	1-5
Total - All Ratings	22.1	25	5-25

Demonstration #5

The observers gave the demonstration a very favorable over-all rating. Many observers felt the lesson plan was excellent. One criticism was that the children faced the screen, rather than their listeners, while using the overhead projector. Another was that the demonstration seemed rehearsed. The children had been taught to use the earphones, tape recorder, and overhead projector, but the demonstration had not been rehearsed.

Mrs. Marsh stated she had studied dozens of books and articles on oral listening and oral language.

The 43 observers rated the demonstration as follows:

1.	40½%	Extremely Important
	52½%	Average and Above
	7%	Below Average and Extremely Unimportant
2.	40½%	Extremely Interesting
	57%	Average and Above
	2½%	Below Average and Extremely Unimportant
3.	14%	Extremely likely to make changes in what you do as a result of this experience.
	62%	Average and Above
	24%	Below Average and Extremely Unimportant

4. 53½% Extremely well organized, well planned, and presented.

46½% Average and Above

0% Below Average and Extremely Unimportant

5. 26% Extremely applicable to my situation

69% Average and Above

5% Below Average and Extremely Unimportant

"Considering the entire session, the statement below best reflects my point of view:"

6. 22½% A. "Nothing new or appropriate to my situation was presented which I am not now already using (or able to use) in my classroom."

77½% B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question	Mean	Mode	Range
1. Importance?	4.0	5	1-5
2. Interest?	4.1	5	2-5
3. Likelihood of Change?	3.2	3	1-5
4. Organized?	4.4	5	3-5
5. Applicable?	3.7	3	1-5
Total - All Ratings	19.4	21	8-25

PRECEDING PAGE MISSING

4.	84%	Extremely well organized, well planned, and presented
	16%	Average and Above
	0%	Below Average and Extremely Unimportant
5.	43%	Extremely applicable to my situation
	54%	Average and Above
	3%	Below Average and Extremely Unimportant

"Considering the entire session, the statement below best reflects my point of view."

6.	7%	A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."
	93%	B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question	Mean	Mode	Range
1. Importance?	4.6	5	3-5
2. Interest?	4.8	5	3-5
3. Likelihood of Change	4.0	5	2-5
4. Organized?	4.8	5	3-5
5. Applicable?	4.0	5	2-5
Total - All Ratings	22.2	25	2-5

Demonstration #7

Following the demonstration, Mrs. Cameron briefly explained procedures and described materials. The student observers were interested in the materials and seemed grateful for the experience of seeing reading groups in action.

Teachers in the group could not seem to apply the learnings to themselves. Many stated they were bound by their basic text and could not find time to enhance it.

The 36 observers rated the demonstration as follows:

1.	56%	Extremely Important
	44%	Average and Above
	0%	Below Average and Extremely Unimportant
2.	60%	Extremely Interesting
	40%	Average and Above
	0%	Below Average and Extremely Unimportant
3.	18%	Extremely likely to make changes in what I do as a result of this experience.
	76%	Average and Above
	6%	Below Average and Extremely Unimportant
4.	73%	Extremely well organized, well planned, and presented
	27%	Average and Above
	0%	Below Average and Extremely Unimportant

5. 40% Extremely applicable to my situation

57% Average and Above

3% Below Average and Extremely Unimportant

"Considering the entire session, the statement below best reflects my point of view."

6. 20% A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."

80% B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question		Mean	Mode	Range
1.	Importance?	4.4	5	3-5
2.	Interest?	4.5	5	3-5
3.	Likelihood of change?	3.6	3	1-5
4.	Organized?	4.7	5	3-5
5.	Applicable?	4.0	5	2-5
Total - All Ratings		21.1	23	12-25

Demonstration #8

Following the demonstration, Mrs. Black met briefly with observers to answer questions. She explained that she encouraged pupils to express ideas in written form and that they had written songs, letters, stories, and book reports.

The 35 viewers gave a most favorable response to Mrs. Black's demonstration and rated it as follows:

1.	79%	Extremely Important
	21%	Average and Above
	0%	Below Average and Extremely Unimportant
2.	94%	Extremely Interesting
	6%	Average and Above
	0%	Below Average and Extremely Unimportant
3.	59%	Extremely likely to make changes in what I do as a result of this experience
	38%	Average and Above
	3%	Below Average and Extremely Unimportant
4.	94%	Extremely well organized, well planned, and presented
	3%	Average and Above
	3%	Below Average and Extremely Unimportant

5. 48½% Extremely applicable to my situation

45½% Average and Above

6% Below Average and Extremely Unimportant

"Considering the entire session, the statement below best reflects my point of view:"

6. 9% A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."

91% B. "Several ideas presented were quite new to me... ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question		Mean	Mode	Range
1.	Importance?	4.8	5	3-5
2.	Interest?	4.9	5	3-5
3.	Likelihood of change?	4.4	5	2-5
4.	Organized?	4.9	5	1-5
5.	Applicable?	4.2	5	2-5
Total - All Ratings		23.2	25	11-25

Demonstration #9

Observers commented that the children seemed overly stimulated by the dramatization, and the chattering was very high between activities. Several observers questioned the length of time children were asked to "recite poetry." They also felt that too much rehearsal had taken place.

One observer felt the objectives of the lesson were too broad. Although fewer favorable comments were heard, a better distribution of responses was obtained to question three, "How likely are you to make changes in what you do as a result of this experience?"

The 27 observers rated the demonstration as follows:

1.	52%	Extremely Important
	41%	Average and Above
	7%	Below Average and Extremely Unimportant
2.	41%	Extremely Interesting
	52%	Average and Above
	7%	Below Average and Extremely Unimportant
3.	30%	Extremely likely to make changes in what I do as a result of this experience
	48%	Average and Above
	22%	Below Average and Extremely Unimportant

4. 63% Extremely well organized, well planned, and presented

33% Average and Above

4% Below Average and Extremely Unimportant

5. 41% Extremely applicable to my situation

48% Average and Above

11% Below Average and Extremely Unimportant

"Considering the entire session, the statement below best reflects my point of view:"

6. 26% A. "Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom."

74% B. "Several ideas presented were quite new to me, ideas which I could well learn to use."

Mean, Mode, and Range of Session Ratings

Question	Mean	Mode	Range
1. Importance?	4.0	5	1-5
2. Interest?	4.0	5	1-5
3. Likelihood of change?	3.6	4½	1-5
4. Organized?	4.4	5	1-5
5. Applicable	3.9	5	1-5
Total - All Ratings	19.9	24½	5-25

The Demonstration Center

This project was carried on in a special facility provided in the Administration Building of the South Park Independent School District, Beaumont, Texas. The viewing of highly structured yet "live" demonstrations by relatively large groups of teachers, administrators, and staff members was made possible by this unique facility.

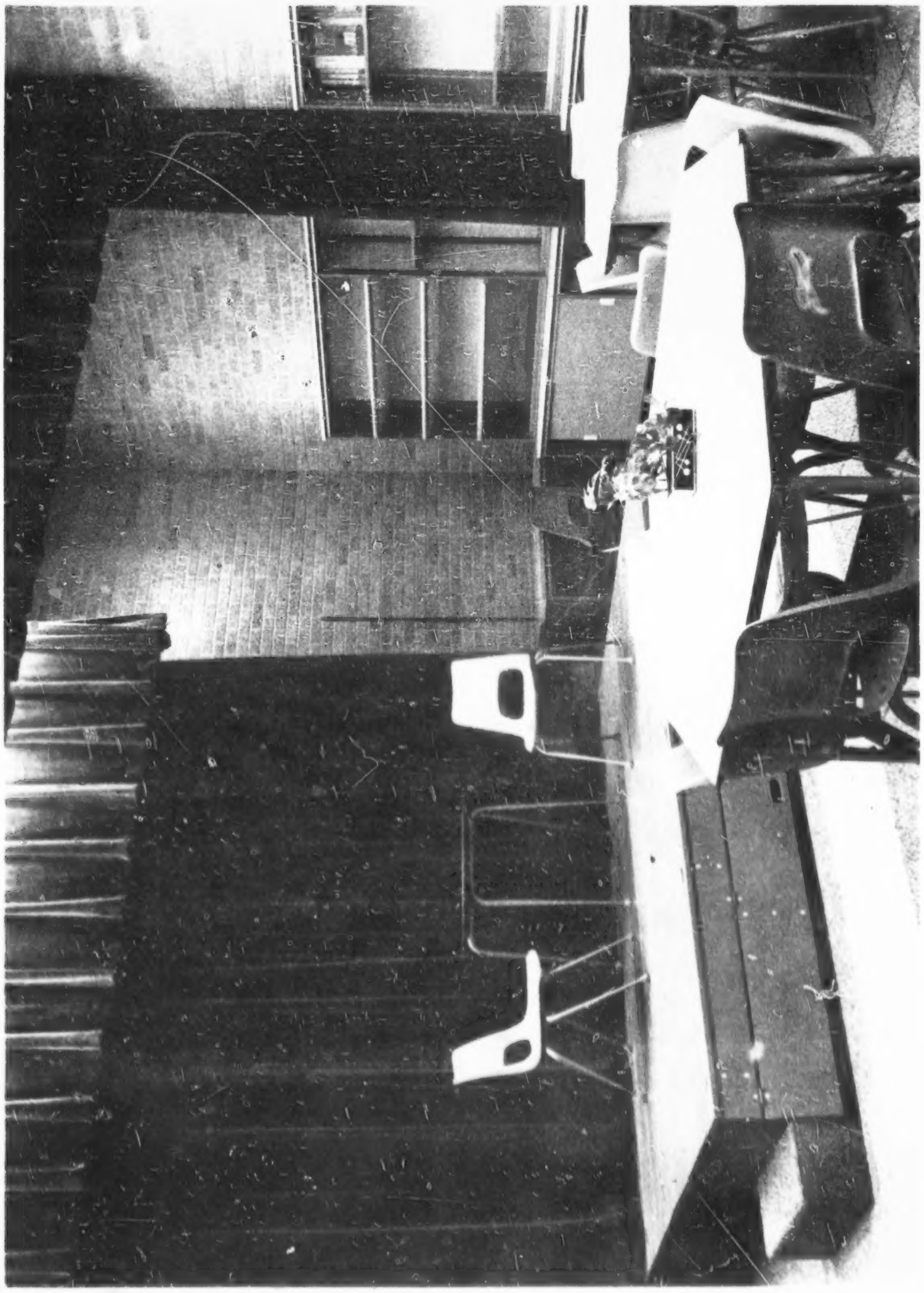
The Teaching Demonstration Center consists of a classroom, a closed-circuit television system, a video-tape recorder, and a coordinated personnel group.

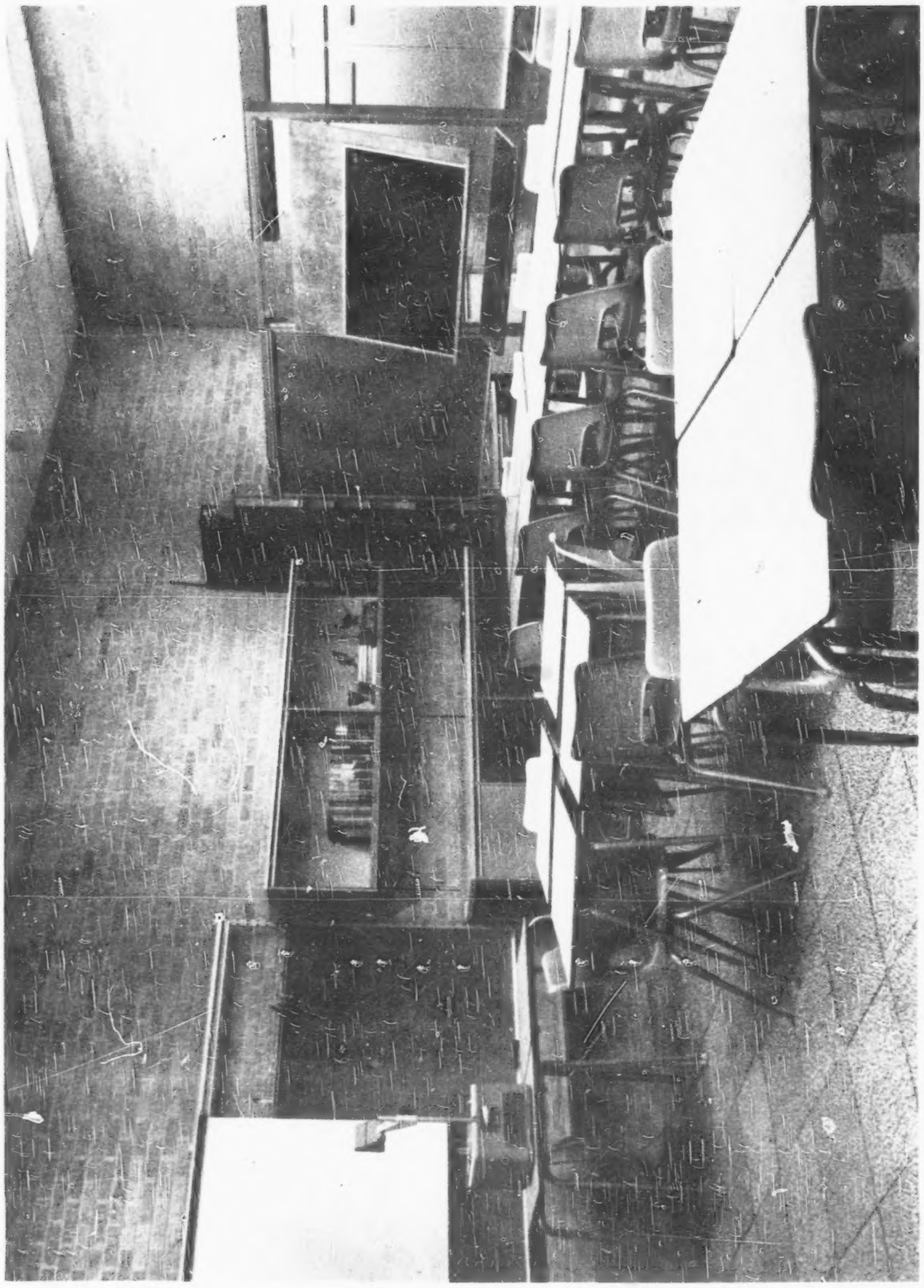
1. A demonstration classroom designed for maximum flexibility and equipped with much of the very latest in equipment, furnishings, and materials for instruction is the heart of the center. It is air-conditioned, control-lighted, and carpeted.

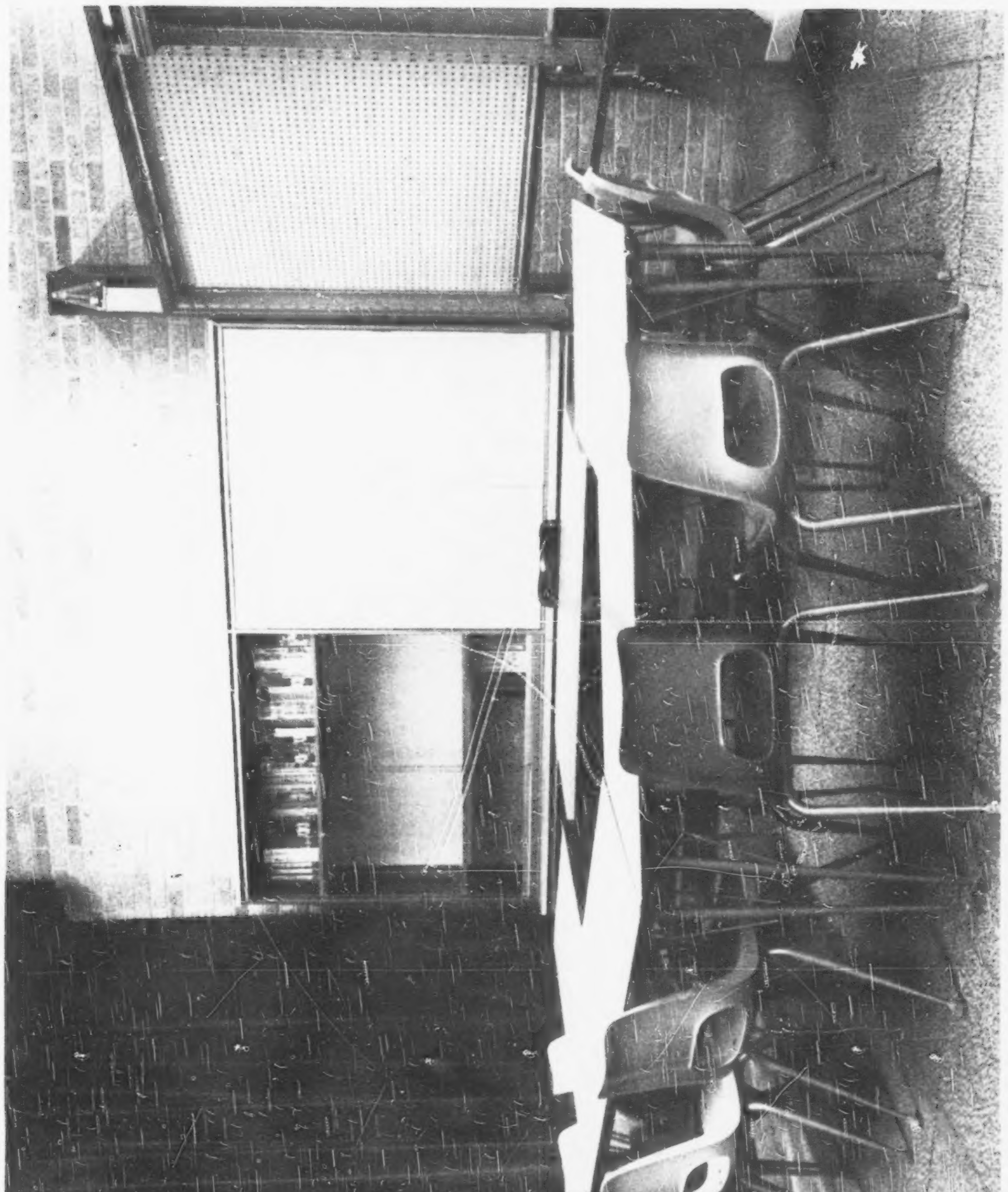
2. A closed-circuit television system designed to transmit two video signals from the demonstration classroom to the viewing screens in an observation room provides the communications link for the center. The two TV cameras are permanently mounted. One camera is remote control operated for scanning the entire classroom with three different lenses. Microphones are permanently installed to permit observers to hear as well as to see nearly all that transpires in the classroom.

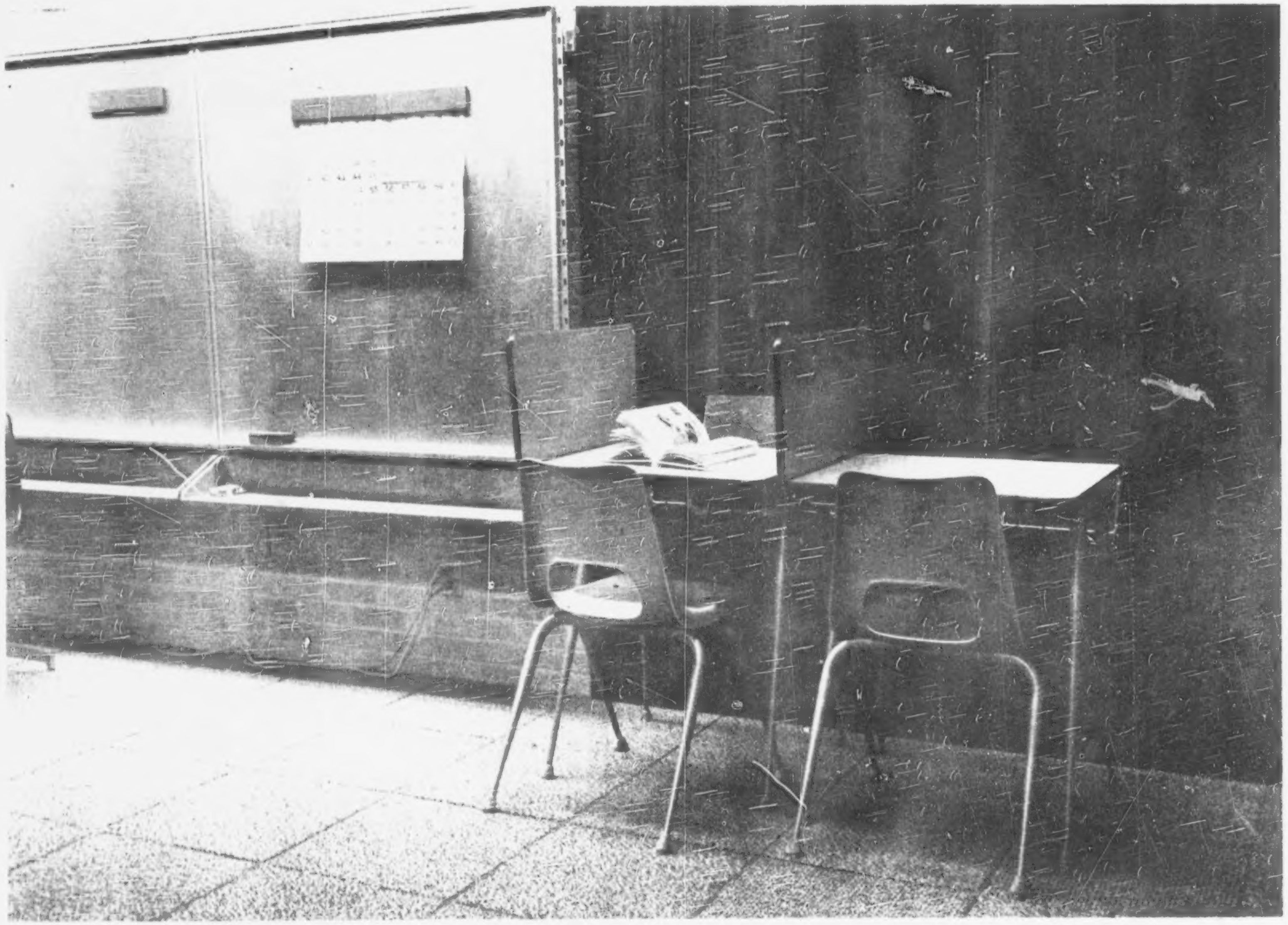
3. A video-tape recorder wired to record both video and sound signals eminating from the demonstration classroom is anticipated as an addition to the center in the immediate future.

4. A coordinated personnel group associated with the program provides the operational energy. The local supervisory staff is involved in all aspects of the program of the center. A coordinator for elementary demonstration planning has been borrowed on a half-time basis from Lamar College of Technology. A coordinator for secondary demonstration planning is initiating plans for this level. A consultant for the center is provided from The University of Texas, and an advisory committee includes teachers, principals, and staff members of the South Park Schools and the two colleges mentioned above. The entire program of the center is under the direction of Mr. Roy Permenter, Superintendent of South Park Schools.









ANALYSIS OF DATA AND FINDINGS

Data for this study were derived from a variety of instruments previously described. Data from instruments one, two, and four provided eight separate measures of teacher behavior. Variables one through seven are measures derived from observed classroom behavior while variable eight is based on self-reports of subjects as to their viewpoint toward teaching practices.

Testing of Specific Hypotheses

Of the four specific hypotheses for testing posed in the original design, only one can be accepted on the basis of data analyses completed and reported on the pages which follow. These findings are summarized below.

Hypothesis Number	Instrument	Description of Data for Testing	Result
1	Basic Teaching Procedures Scale	Teacher group 4 changed more than others	rejected
2	Teacher Viewpoint Inventory	Student groups changed more than teacher groups	rejected
3	Teacher Viewpoint Inventory	Groups 3 and 4 changed more than groups 1 and 2	accepted
4	Classroom Behavior Scale	Teacher groups 3 and 4 changed more than groups 1 and 2	rejected

Pre-Post-Test Analysis of Teacher Changes

It was hypothesized that teacher behaviors would be changed in certain directions as a result of experimental interventions and that these changes would be greatest for groups receiving strong, personalized interventions. Very significant differences were found between pre-tests and post-tests on all variables and in the directions hypothesized. Table 6 shows pre-post-mean of means for the combined scales on the Basic Teaching Procedures Scale by experimental groups. Each group shows change in the hypothesized direction. Table 7 reports the same data for the combined scales of the Classroom Behavior Scale. Again, the changes are consistently in the hypothesized direction for all four experimental groups. For the Teacher Viewpoint Inventory shown in Table 8 , the changes are very small for experimental groups one and two but larger and in the hypothesized direction for experimental groups three and four. This instrument, scored as a single variable (eight) is the only one producing differences between groups as hypothesized.

F-ratios derived from an analysis of variance for each of the eight variables by groups for pre-and post-tests are reported in Table 9 . Pre-post differences show consistently significant F-ratios. However, differences between group F-ratios are not significant except for variable eight. Similarly, F-ratios for interaction are not significant except for this one instrument measuring teacher viewpoints.

TABLE 6
SUMMARY OF MEANS
ON FOUR BASIC TEACHING PROCEDURES SCALES
COMBINED FOR TEACHER GROUPS

Experimental Groups	Mean of Means for Variables 1-4 Combined		
	Pre-test	Post-test	Difference
1. Control (n=17)	2.20	2.71	.51
2. Observation only (n=15)	2.09	2.76	.67
3. Observation plus group followup (n=14)	2.36	2.74	.38
4. Observation plus individual followup (n=15)	2.44	2.86	.42
All Groups Combined (n=61)	2.27	2.77	.50

TABLE 7
SUMMARY OF MEANS ON THREE CLASSROOM BEHAVIOR SCALES COMBINED FOR TEACHER GROUPS

Experimental Groups	Mean of Means for Variables 5-7 Combined		
	Pre-test	Post-test	Difference
1. Control (n=17)	4.21	4.66	.45
2. Observation only (n=15)	3.86	4.77	.91
3. Observation plus group followup (n=13)	4.49	4.94	.45
4. Observation plus individual follow up (n=15)	4.45	4.80	.35
All Groups Combined (n=60)	4.25	4.79	.54

TABLE 8
SUMMARY OF TEACHER VIEWPOINT INVENTORY SCORES FOR TEACHER GROUPS

Groups	Pre-test Mean	Post-test Mean	Difference
1. Control (n=17)	3.06	3.12	.06
2. Observation only (n=13)	3.08	3.00	.08
3. Observation plus group followup (n=13)	3.00	3.23	.23
4. Observation plus individual followup (n=15)	3.13	3.67	.54
All Groups Combined (n=58)	3.07	3.26	.19

TABLE 9
SUMMARY OF ANALYSIS OF VARIANCE FOR DIFFERENCES FOR EIGHT MEASURES OF TEACHER BEHAVIOR FOR TEACHER GROUPS

Variables	F-Ratios for Group Differences	F-Ratios for Pre-post Differences	F-Ratios for Interaction
Basic Teaching Procedures Scale			
1. Differentiation of Assignments	.608	17.599***	1.916
2. Intra-class Grouping	.450	33.481***	.828
3. Multi-media Utilization	.854	38.569***	.951
4. Self-direction in pupils	.872	82.569***	.467
Classroom Behavior Scale			
5. Understanding	.808	28.891***	.551
6. Businesslike	.451	9.775*	1.473
7. Stimulating	1.113	30.454***	2.207
Teacher Viewpoint Inventory			
8. Teaching Viewpoint	5.967**	9.463*	4.549**

* Significant at .03 level of probability
** Significant at .01 level of probability
*** Significant at .001 level of probability

Changes in Basic Teaching Procedures

The four variables of this instrument attempted to differentiate four rather different behavioral aspects of classroom teaching, each representing a different approach to individualization of instruction. As shown in Table 10 rather large changes were reported in mean scaled scores from the beginning to the end of the experimental period. The lowest initial mean scaled scores were in variable four, self-direction for pupils. This variable produced the largest change but remained the lowest score in the post-test period. The least amount of change was observed in variable one, differentiation of assignment.

When the four variables of the Basic Teaching Procedures Scale were combined to provide mean of means scaled scores, an overall pattern of change by experimental teacher groups is seen, as shown in Table 6 . These combined scores might be thought of as an overall measure of individualization of instruction. Although difference scores for each experimental teacher group were significantly large, they were not significantly different among teacher groups. In terms of absolute differences, the two teacher groups with the most rigorous experimental treatment, groups three and four, changed less than either the control or the simple observation teacher groups, one and two. This finding needs to be interpreted in terms of the initial scaled scores. Groups one and two were significantly lower than groups three and four on pre-test scores on all variables. It is important to note that the post-test mean scores remained highest for teacher group four, while post-test scores for teacher groups one, two and three were essentially identical.

TABLE 10
SUMMARY OF MEAN SCORES FOR COMBINED TEACHER GROUPS FOR EIGHT MEASURES OF TEACHER BEHAVIOR

Variable	(1) Pre-test Mean	(2) Post-test Mean	(3) Difference (Col.2-Col.1)
Basic Teaching Procedures Scale			
1. Differentiation of Assignments	2.71	2.99	$.28^{***}$
2. Intra-Class Groupings	2.31	2.78	$.47^{***}$
3. Multi-Media Utilization	2.34	2.77	$.43^{***}$
4. Self-Direction for Pupils	1.72	2.53	$.81^{***}$
Classroom Behavior Scale			
5. Understanding	4.26(1)	4.87	$.62^{***}$
6. Businesslike	4.72	5.05	$.34^{*}$
7. Stimulating	3.74	4.42	$.68^{***}$
Teaching Viewpoints Inventory			
8. Teaching Viewpoints	3.07	3.26	$.19^{**}$

* Significant at .03 level of probability
** Significant at .01 level of probability
*** Significant at .001 level of probability

(1) Scores for variables five, six and seven are based upon a seven point scale as compared with a five point scale for other variables.

Classroom Behavior Changes

The Classroom Behavior Scale included three variables, described as understanding behavior, businesslike behavior, and stimulating behavior. Mean scaled scores on these three variables showed businesslike behavior initially highest for all teacher subjects combined, while stimulating behavior was quite a bit lower. Pre-post differences were quite large for variable five (understanding behavior) and variable seven, stimulating behavior. Differences were not nearly so large, but nonetheless significantly so, for businesslike behavior (variable six).

In Table 7 the three variables of the classroom behavior scale are combined to provide mean scaled scores by experimental teacher groups. These combined scores represent a kind of overall pattern of basic teaching behaviors. Experimental teacher groups three and four were initially quite a bit higher on this instrument than were experimental groups one and two.. Difference scores on these variables were, nonetheless, significantly high for all groups. In this instance, teacher group two with observation experience but no other supervisory intervention made the greatest combined change, while difference scores for the other teacher groups were all lower and similar.

Changes in Teacher Viewpoint

Since there were significant differences between teacher groups only for variable eight, it appears that this instrument may have been useful in measuring a different kind of change in teacher subjects. Groups receiving a strong combination of supervisory interventions involving demonstrations, advanced briefing, and either group or individual followup activities changed significantly.

The teacher group receiving no direct intervention and the group viewing demonstrations without briefing or followup activities changed little as measured by this instrument.

Interpretation of Teacher Changes

Since very significant changes were observed on eight variables purporting to be measures of teacher behavior, it is important to consider the meaning of such change scores. The control teacher group and the teacher group with a very nominal level of intervention consisting of simple exposure to the demonstrations changed as significantly on seven of the eight measures, as did those subjected to the strong intervention patterns. On the eight variables involving attitudes and/or understandings regarding a broad array of specific teaching practices or situations, changes seemed to be greatest for those teacher subjects who received a strong combination of supervisory interventions.

If it is assumed that the briefing and followup activities made important contributions to the learning of teacher subjects as measured by the Teacher Viewpoint Inventory, an explanation of the contrary findings for classroom behavior measures is still required.

Several explanations or interpretations of these findings are possible. These include observer bias, contagion within schools, Hawthorne effect, and administrative influences.

1. Observer bias is one possible explanation for measured changes. This is suggested not only by the lack of significant differences between teacher groups on variables one through seven, but also by the fact that there is significant difference between teacher groups on variable eight where observational methods were not employed.

2. It is possible that a contagion effect has been observed. It may be that control teachers were motivated to change and did actually do so under the influence of the changes taking place in nearby classrooms. Since control teacher groups were not in isolated schools, such a contagion effect is entirely possible. The high level of administrative support for the project might well have contributed to this. If the contagion effect is accepted as the explanation, one might ask why the Teacher Viewpoint Inventory showed differential change between teacher groups. This might be explained by the notion that while change in practice might be produced by the effect of contagion, that some of the underlying areas, attitudes, and understandings, presumably measured by the Teacher Viewpoint Inventory may not have been similarly influenced.

3. A third explanation for the significant changes observed, and the lack of significant differences between teacher groups, might be found in the differentiation of the quality of the demonstrations viewed. In order to control this variable, participants assigned to experimental groups two, three and four were randomly assigned to different demonstration series. However, an analysis of the quality of the demonstrations based upon independent rankings of staff members most intimately acquainted with the whole series of nine demonstrations, and based also upon the session ratings assigned to participants indicate that series B was substantially superior in quality to either series A or C.

4. Still another explanation for the significant changes that were uniformly observed in all groups might be found in the varying administrative influences exercised in the various participating schools.

This is very difficult to assess as a possibility. Each of these four interpretations will be considered as further analysis is undertaken.

Pre-Post Changes in Student Subjects

Unlike teacher subjects, it was not possible to observe actual classroom behavior of student subjects, since they were full-time students at a state college and had no regular teaching responsibilities. The Teacher Viewpoint Inventory was used with the student subjects in an effort to assess changes associated with the experimental interventions.

Table 11 below, summarizes pre-post mean scaled scores for Instrument 4, Teacher Viewpoint Inventory. These scores indicate changes in the hypothesized direction for all groups. Difference scores are larger for groups three and four than for other groups. It appears that the experimental interventions had a significant effect as measured by this instrument on student subjects.

These difference scores are very similar to those found for teacher groups. The students' scores were initially quite a bit higher than those of teacher subjects. This was true for all groups, in terms of both pre-test and post-test mean scaled scores. It appears that student subjects had already accepted the points of view being measured on the Teacher Viewpoint Inventory as a result of studies of education in college. As such, it was very difficult for them to raise these scores beyond the pre-test level. The fact that they did raise them at all and that the two groups experiencing strong supervisory interventions increased them significantly is an important finding.

TABLE 11
SUMMARY OF TEACHER VIEWPOINT INVENTORY SCORES FOR STUDENT GROUPS

Groups	Pre-test Mean	Post-test Mean	Difference
1. Control	4.44	4.49	.05
2. Observation only	4.55	4.64	.09
3. Observation plus group followup	4.46	4.61	.15*
4. Observation plus individual followup	4.51	4.70	.19*

* Significant at the .05 level

Post-2-Followup Analysis

Approximately ten months after termination of the experimental program of demonstrations and related supervisory interventions, a third series of data gathering began. The Basic Teaching Procedures Scale and the Classroom Behavior Scale were employed by a new team of observer analysts in the classrooms of a sample of 40 teacher subjects. The sampling procedures were described previously. For purposes of interpreting these findings, it is important to be reminded that ten teacher subjects were selected from each of the four basic groups: (1) control, (2) observation only, (3) observation plus group followup, and (4) observation plus individual followup. From each group subjects with uniformly high pre-post-1 change scores and five with low change scores were selected.

Analysis of these post-2-followup data was accomplished by combining teacher subjects in groups one and two and designating this s the "weak intervention group," while combining teacher subjects in groups three and four as the "strong intervention group."

Comparison of Teacher Groups by Amount of Intervention

The data in Table 11 below shows mean scaled scores for the post-2-followup on seven variables when teacher subjects are grouped according to strong or weak supervisory interventions and subgrouped as high-change or low-change teacher subjects.

1. Mean scaled scores for the weak intervention groups (control and observation only) tend to be higher for the high-change than for the low-change subjects.

2. Just the opposite is true for strong intervention groups (observation plus group or individual followup). Low-change subjects tend to have higher scores than high-change subjects.

3. The strong intervention, low-change group scored consistently higher than both weak intervention groups, but the weak intervention, high-change group scored higher than the strong intervention, high-change group.

4. The scores for each subgroup and the relationship between subgroups were extremely consistent for all seven variables.

TABLE 12
MEAN SCORES
FOR POST-2-FOLLOWUP ON
SEVEN VARIABLES BY HIGH-CHANGE AND
LOW-CHANGE TEACHER SUBJECTS BY TYPE OF INTERVENTION

Variables	Weak Intervention (1)		Strong Intervention (2)	
	Low-change Group	High-change Group	Low-change Group	High-change Group
1. Differentiation of Assignment	2.094	2.383	2.788	2.205
2. Intra-class Grouping	2.316	2.616	2.800	2.483
3. Multi-media Utilization	2.022	2.456	2.501	2.110
4. Self-Direction in Pupils	1.647	1.983	2.211	1.761
5. Understanding Behavior	3.637	4.332	4.367	3.945
6. Businesslike Behavior	3.928	4.427	4.312	4.055
7. Stimulating Behavior	3.184	3.655	4.016	3.244

(1) Subjects in control group one and observation only group two are combined to form the "weak intervention" group.

(2) Subjects in observation plus group discussion group three and observation plus individual followup group four are combined to form the "strong intervention group."

The curious finding shown in this table is the tendency of the high-change teacher group under strong intervention (group d) to have relatively low post-2-followup scores on all seven variables. Scores for this group were only slightly higher than those for the low-change, weak intervention group (a).

Comparison of High-change and Low-change Groups

Table 13 below reports on data from three different administrations of instruments one and two. Except for one variable, there is a consistent pattern of mean scaled scores which increased significantly from pre-test to post-1 and then declined sharply from post-1 to post-2. For most variables the mean post-2 scaled scores are lower than are post-1 mean scaled scores. This pattern is consistent for both high-change and low-change teacher groups.

TABLE 13

MEAN SCALED SCORES FOR PRE-, POST-1, AND POST-2
TESTS ON SEVEN VARIABLES BY HIGH-CHANGE AND
LOW-CHANGE TEACHER GROUPS
N=40

Variables	Low-change Group			High-change Group		
	Pre	Post 1	Post 2	Pre	Post 1	Post 2
1. Differentiation of Assignment	2.857	1.916	2.550	2.566	1.391	2.925
2. Intra-class Grouping	2.516	2.842	2.316	1.941	2.933	2.774
3. Multi-media Utilization	2.301	2.575	1.908	2.183	2.867	1.799
4. Self-direction in Pupils	1.916	2.316	1.554	1.391	2.774	1.450
5. Understanding Behavior	4.208	4.583	3.215	4.175	5.124	3.117
6. Businesslike Behavior	4.701	4.808	2.850	4.800	5.108	2.815
7. Stimulating Behavior	4.017	3.975	2.808	3.242	4.507	2.599

Comparison of High and Low Pre-test Groups Using Z-scores

Since pre-test scaled score means varied greatly from teacher group to teacher group with low-change teacher subjects having lower scores, analyses were undertaken using Z-scores with an arbitrary mean assigned a value of zero and the three testings standarized accordingly. Table 14 below shows F-ratios for the analysis of variance of these scores for seven variables. Variances between experimental groups classified as strong or weak intervention groups were not significant. Variances between high and low pre-test scores were highly significant for every variable. Interactions between strong and weak experimental interventions and pre-test scores were not significant.

What this analysis of variance indicates is that the initial differences in level of pre-test scores were quite significant as a factor relating to subsequent differences in post-1 and post-2 test scores. A diagram which follows shows a typical pattern of Z-scores over the three test periods.

TABLE 14
F-RATIOS FOR ANALYSIS OF VARIANCE OF THREE SETS OF Z-SCORES
FOR SEVEN VARIABLES BY EXPERIMENTAL
INTERVENTIONS AND PRE-TEST SCORES
N=40

	Variables						
	1	2	3	4	5	6	7
Between strong and weak interventions	.4501	1.6310	1.9968	3.1066	.7289	.0020	1.3996
Between high and low pre-test scores	25.8299***	30.3740***	12.8365**	39.6262***	11.6712**	38.2322***	27.7079***
Interaction between interventions and pre-test scores	.2998	.2709	.1033	.5113	.4941	.2639	.7264

* Significant of the .03 level of probability
** Significant of the .01 level of probability
*** Significant of the .001 level of probability

Trends in Z-scores by Amount of Intervention

Teacher subjects reveal rather different patterns of Z-scores from pre-test to post-2-test when grouped by strong or weak interventions. The graph below shows trend lines for such groups when subgrouped by initial mean scaled scores for variable one, differentiation of assignment. This pattern is very frequently found when analyzing several of these variables in this manner. The relative magnitude of the pre-test scores is less important than the slope of each of the lines. In this instance, the low pre-test groups have up-ward sloping lines while the high pre-test groups slope in opposite directions. The steep downward slope of the high pre-test strong intervention group is especially striking.

Table 15 summarizes these slopes for each of the variables by groups. For all but two variables the high pre-test, strong intervention group is characterized by continuous decline. For nearly all variables the low pre-test, weak intervention group is characterized by continuous incline. The trends are not so consistent for the other two groups with trend lines of a variety of kinds represented by different variables. Mean z-scores for each variable are presented in Tables 16 to 22 on the pages that follow the summary table.

RELATIONSHIP OF THREE SETS OF Z-SCORES
FOR DIFFERENTIATING ASSIGNMENTS BY
EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

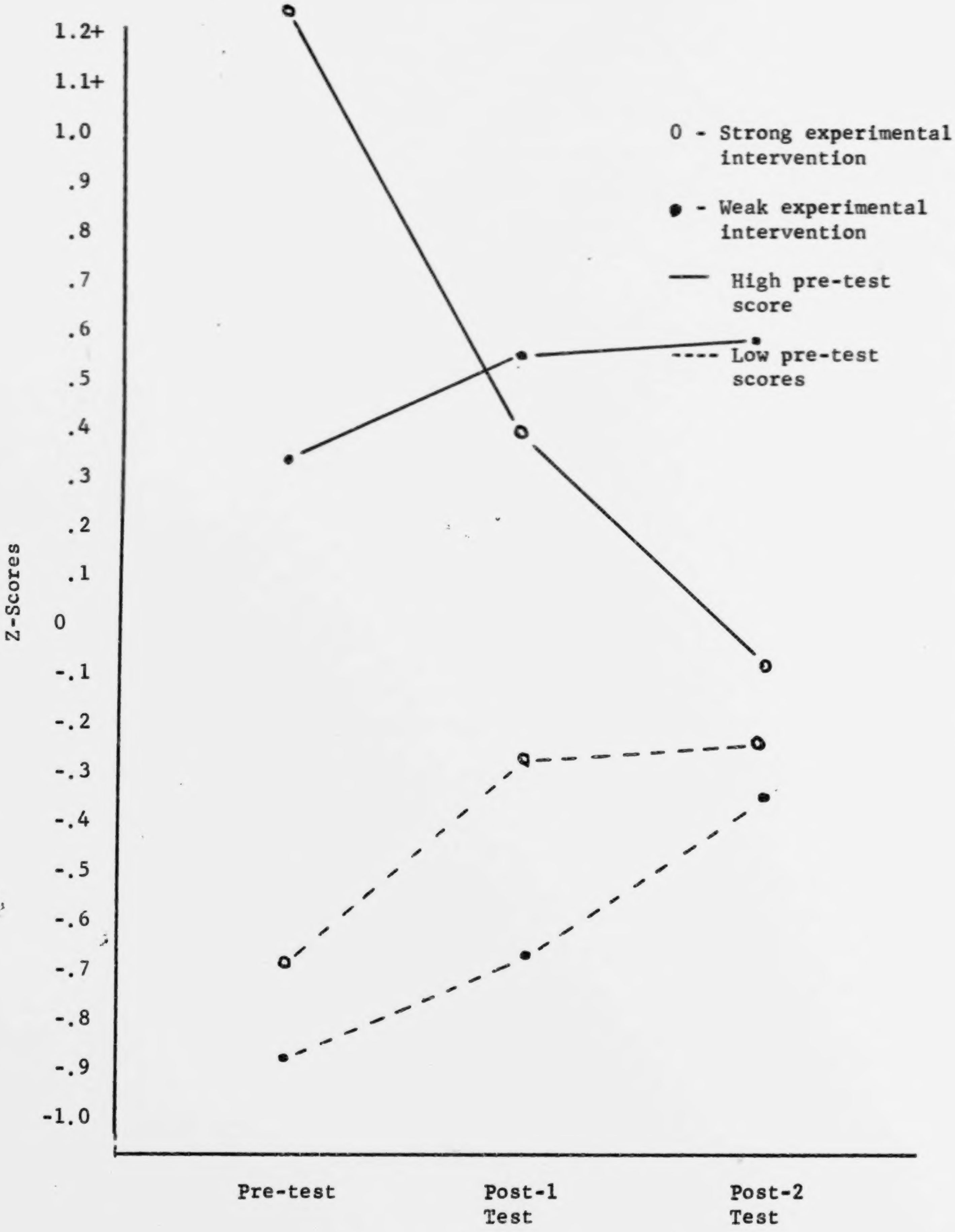


TABLE 15
SUMMARY OF TRENDS IN MEAN Z-SCORES FOR GROUPS FORMED ACCORDING TO INTERVENTIONS AND PRE-TEST SCORES FOR SEVEN VARIABLES

Groups	Trend Line by Variables						
	1	2	3	4	5	6	7
High pre-test strong intervention	D-D*	D-D	D-L	D-U	D-D	D-D	D-U
High pre-test weak intervention	U-L	L-D	U-L	U-D	D-D	U-D	D-U
Low pre-test strong intervention	U-L	U-U	U-L	U-D	D-D	U-U	U-D
Low pre-test weak intervention	U-U	U-U	D-L	U-U	U-U	U-U	U-U

Key:
D-Down
U-Up
L-Level

* Illustration: D-D means down from pre-test to post-1-test and continuing down from post-1 to post-2-test.

TABLE 16
THREE SETS OF MEAN Z-SCORES FOR DIFFERENTIATION OF ASSIGNMENT (VARIABLE ONE) BY EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

n = 40

Groups		Pre-test	Post-1 Test	Post-2 Test
Strong Intervention	High Pre-test	1.22	.40	-.05
	Low Pre-test	-.71	-.25	-.21
Weak Intervention	High Pre-test	.35	.57	.58
	Low Pre-test	-.86	-.72	-.32

TABLE 17
THREE SETS OF MEAN Z-SCORES FOR INTRA-CLASS GROUPING (VARIABLE TWO) BY EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

n = 40

Groups		Pre-test	Post-1 Test	Post-2 Test
Strong Intervention	High Pre-test	1.05	.67	.36
	Low Pre-test	-.60	-.53	-.22
Weak Intervention	High Pre-test	.42	.47	.16
	Low Pre-test	-.88	-.61	-.30

TABLE 18
THREE SETS OF MEAN Z-SCORES FOR MULTI-MEDIA UTILIZATION (VARIABLE THREE) BY EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

n = 40

Groups		Pre-test	Post-1 Test	Post-2 Test
Strong Intervention	High Pre-test	.78	.44	.48
	Low Pre-test	-.33	-.25	-.21
Weak Intervention	High Pre-test	-.04	.35	.27
	Low Pre-test	-.41	-.54	-.54

TABLE 19
THREE SETS OF MEAN Z-SCORES FOR SELF-DIRECTION IN PUPILS (VARIABLE FOUR) BY EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

n = 40

Groups		Pre-test	Post-1 Test	Post-2 Test
Strong Intervention	High Pre-test	1.10	.39	.75
	Low Pre-test	-.66	-.20	-.49
Weak Intervention	High Pre-test	.40	.44	.14
	Low Pre-test	-.84	-.63	-.40

TABLE 20
THREE SETS OF MEAN Z-SCORES FOR UNDERSTANDING BEHAVIOR (VARIABLE FIVE) BY EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

n = 40

Groups		Pre-test	Post-1 Test	Post-2 Test
Strong Intervention	High Pre-test	1.08	.32	.27
	Low Pre-test	-.38	-.30	-.42
Weak Intervention	High Pre-test	.33	.24	.05
	Low Pre-test	-1.03	-.26	.10

TABLE 21
THREE SETS OF MEAN Z-SCORES FOR BUSINESSLIKE BEHAVIOR (VARIABLE SIX) BY EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

n = 40

Groups		Pre-test	Post-1 Test	Post-2 Test
Strong Intervention	High Pre-test	.95	.35	.15
	Low Pre-test	-.62	-.45	-.41
Weak Intervention	High Pre-test	.54	.65	.56
	Low Pre-test	-.87	-.55	-.31

TABLE 22
THREE SETS OF MEAN Z-SCORES FOR STIMULATING BEHAVIOR (VARIABLE SEVEN) BY EXPERIMENTAL INTERVENTION AND PRE-TEST SCORES

n = 40

Groups		Pre-test	Post-1 Test	Post-2 Test
Strong Intervention	High Pre-test	1.10	.41	.54
	Low Pre-test	-.59	-.19	-.60
Weak Intervention	High Pre-test	.50	.09	.31
	Low Pre-test	-1.00	-.31	-.26

Comparison of groups by quality of demonstration

Since considerable variation in demonstration qualities was observed, an analysis of change scores on each of the eight variables by groups and quality of demonstrations was undertaken. This analysis included only 37 of the subjects who had undergone post-2-followup observations. Table 23 shows F-ratios for each of the variables based on analysis of variance and change scores. It is interesting that only one of the F-ratios is significant at the .03 level or better. All other F-ratios show no significant variances, indicating that demonstration quality did not make a difference in the changes observed from pre-test to the post-1 test situation. The one significant F-ratio was in the area of stimulating teacher behavior where a significant variance was found between experimental groups, but not between high and low quality demonstrations. For this variable, the F-ratio for variance between high and low demonstrations was very small, but a rather large change score for experimental group number two under high quality demonstrations accounts for the significant F-ratio.

It would appear from these data that while the demonstrations were reported as varying in quality, this variation in quality was not so great as to have a significant differential influence upon the behavior changes in teacher subjects. Table 24 shows mean pre-post change scores for each of the eight variables by high and low quality demonstrations with experimental groups combined. There is a fairly distinct pattern of larger change scores among subjects viewing high quality demonstrations. While these differences are not consistently large enough to be significant, the pattern suggests the possibility that this could be an important factor.

TABLE 23
F-RATIOS FOR ANALYSIS OF VARIANCE OF CHANGE SCORES FOR EIGHT VARIABLES BY GROUPS AND QUALITY OF DEMONSTRATIONS

n = 37

	VARIABLES							
	1 Differentiation of Assignment	2 Intra-Class Grouping	3 Multi-Media Utilization	4 Pupil Self-Direction	5 Understanding	6 Business-like	7 Stimulating	8 Teaching Viewpoint
Between high and low quality demonstrations	.4991	.0217	1.9211	2.2197	.0812	.0866	.0002	.0619
Between experimental groups	1.5797	1.2472	1.1228	.3986	2.0276	2.6073	4.1656*	2.8772
Interaction between quality of demonstrations and experimental treatments	.8434	.0430	1.9847	1.1534	2.3203	3.2658	3.6164	.4298

* Significant at .03 level of probability

TABLE 24
PRE-POST-TEST MEANS FOR SEVEN VARIABLES BY HIGH AND LOW QUALITY DEMONSTRATION VIEWER GROUPS

	VARIABLES							
	1	2	3	4	5	6	7	8
High Quality Demonstration Group	.31	.45	.62	1.06	.76	.32	.75	.18
Low Quality Demonstration Group	.16	.42	.36	.69	.68	.41	.76	.23

Interpretation of Post-2 Followup Findings

These data in comparison with pre-post-1 measures result in several general conclusions:

1. Both high-change and low-change subjects tended to lose their gains with time.
2. However, this finding can be attributed almost entirely to the striking differences in pre-test scores.
3. The subjects who were initially high on each measure and also received the most thorough experimental treatment tended to regress quite strikingly while all other subjects tended to change as hypothesized on most measures.
4. The relative position of a subject on a measure seems to be the primary factor related to the amount of change, not the strength of the intervention itself.

A rational explanation for these findings is not easily come by. Observer bias seems unlikely, given the several patterns of trends shown here. The sustained changes in three of the four subgroups eliminate the Hawthorne effect as a crucial factor. Obviously, there is a substantial amount of contagion reflected in the tendency of lowest scoring teacher subjects to change most, since control subjects tended to score rather low initially. On the other hand, variations in the quality of the demonstrations was not a significant factor in explaining these change patterns.

In these latter analyses the two new factors are considered, the strength or quality of the experimental interventions and the initial position of the subject teachers on the various scales. The strong contagion effect with the control group is given further support by the finding that teachers in weak intervention groups actually changed most in hypothesized directions. But this seems to be predominantly associated with initial scores.

A strong negative relationship between initial scores and amount of change needs further study. One might well consider several explanations:

1. Teachers scoring highest were over performing and could not maintain this level of behavior and regressed as the stimulations and/or pressures of the experimental situation disappeared.
2. Teachers scoring highest reacted negatively to the experimental stimulations and/or pressures for behaviors which they already were eliciting to a high degree.
3. Teachers scoring highest became better judges of their own performance in relation to that of their peers as a result of the experimental situation and modified their behavior to better conform with the norm for the larger teacher group.

Each of these explanations (and perhaps others) need further study. It is possible that all three explanations hold in part or apply to different individuals. The latter two explanations are especially interesting and have practical significance. The first is an unlikely explanation for such striking changes as were observed in the Z-scores of groups reported here. The negative reaction explanation seems plausible for pre-post negative changes, but not for the continuing decline in scores. The third explanation seems plausible for both initial and prolonged decline in scores and is consistent with known models of peer group pressure for conformity.

Teacher Change and Related Factors

Limited data were gathered on teacher background and teacher perceptions of the school climate. Analyses of these data as related to teacher change showed no significant results. The analytical procedures and results are summarized below.

Teacher Background

Personnel records and questionnaires completed by teacher subjects provided information regarding chronological age, marital status, teaching experience, degrees held, college grade record, and subject areas of specialization. These data are summarized below and are presented in detail in the Appendices.

Factors	Descriptive Data
Age	Median, 44 yrs. Range, 23-71 yrs. 12% under 29 yrs. Only 4% over 60 yrs.
Teaching Experience	Median, 11 yrs. Range, 0-37 yrs. 20% under 6 yrs. 11% over 30 yrs.
Marital Status	91% married, only 4% never married.
Degrees Held	45% with bachelors only. None beyond masters level.
Areas of Specialization	53% specialized in elementary education. Only 9% in liberal arts.
Grades in Practice Teaching	Predominantly "A's" and "B's"
Grade Point Averages	In Education courses: Median, 3.07, Range 1.75 to 4.00 In Non-Education: Median, 2.79, Range 1.45 to 4.00

Summary

The analysis of data on eight measures of teacher behavior revealed highly significant changes under both controlled and experimental treatments for all variables. Neither the direction nor the magnitude of changes in observed classroom behavior were significantly different for the various teacher groups. A very high degree of influence among teachers in the various groups seems to have existed. Both teacher and student subjects did change their attitudes toward selected teaching practices, and this change was significantly greater for the groups experiencing strong experimental interventions.

The persistence of changes were not consistent for all groups when measured a year following the experimental period. The tendency for subjects who were initially low on the classroom practices variables tended to change most, and this tendency persisted over time.

Similarly, high initial scoring subjects tended to respond erratically to strong supervisory interventions while low scoring subjects tended to respond consistently and positively. The quality of the demonstrations did not appear to be a major factor influencing teacher subjects to change.

CONCLUSIONS AND IMPLICATIONS

It appears that formal teaching demonstrations as used in this study do promote changes in teacher and student behavior of specific kinds and to a very significant degree. Despite the fact that the demonstrations were structured to induce the specific behavioral changes measured by the Basic Teaching Procedures Scale, it is interesting that significant changes were attained on the Teacher Viewpoint Inventory measuring attitudes toward a variety of teaching practices. Such significant changes were also found in the three teacher behavior pattern variables of the Classroom Behavior Scale. These latter findings might well have important implications for further studies. It may be that demonstrations geared to some very fundamental and yet very specific aspects of classroom teaching practice are effective in producing changes in rather broad and complex behavior patterns. On the other hand, broadly conceived inservice programs attempting to produce such changed behavior patterns might be less effective because of psychological threat or problems of transfer to practice.

The finding that extensive contagion from experimental teachers to controlled teachers seemed to be functioning in these schools is of considerable practical import. It suggests that inservice activities which are quite stimulating and do produce highly significant results among experimental subjects can have even more far reaching results. This can be explained by the notion that peer influences, properly geared to professional growth, can be very effective indeed. This is consistent with the widely expressed principle of teacher involvement in leading professional growth activities.

The strong relationship between the initial level of teaching practice and the amount of change in teacher behavior that can be anticipated is a very important outcome of this study. There is, of course, a natural tendency for a certain amount of regression toward the mean reflected in these scores. However, the very significant F-ratios represent a very real tendency which is somewhat contradictory to reports indicating that more able and sophisticated teachers respond to supervisory endeavors more positively than do the less able. It may be that the same relationship would not be found if the supervisory endeavors had been more open-ended. But in this instance, where teachers were directed toward rather specific kinds of classroom teaching practices, the tendency for the vary highest scoring teachers (those already practicing these behaviors most fully) to actually reject these influences must be given considerable attention in the planning of inservice education programs. This underlines again the need to individualize inservice education activities in terms of the real and perceived needs of individuals.

Behavior changes resulting from these supervisory interventions tended to persist for at least a year. This suggests that an inservice program of quality does not need to be overly sensitive to the "Hawthorne effect." When teachers participate in these kinds of activities, they can see a very direct relationship between inservice objectives and their own practice and real changes do persist.

Attitudes toward teaching practices have been shown here to have been influenced very significantly by the various interventions that accompanied the demonstration while this was not true for classroom practices. This has practical implications in at least two ways:

(1) It underlines the real difficulty in developing attitudes and related understandings to accompany teaching practice so as to avoid the uninformed adoption of practices as a "bag of tricks."

(2) It emphasizes the need for inservice design. Demonstrations alone, though they be quite effective in getting the adoption of new specific practices, may not go much beyond that. If it is assumed that accompanying attitudes and understandings are important, a more complex strategy of inservice education is suggested.

The serious reversal of practices that seemed to be produced under the experimental conditions described suggests a very serious problem for individualization of inservice education. If this phenomenon is real, teachers already exhibiting the kinds of practices being sought actually rejected these practices under strong supervisory influences. This is a negative effect which needs to be avoided in practice. It is of course, possible that this is not so much a negative reaction as it is a problem of conformity. This needs further theoretical and research consideration. It seems possible under the special circumstances presented in this school system that lack of communication about existing practice and lack of understanding of what normative practices were in this school system might have encouraged the most deviant group to adjust practice toward the norm.

All of the conclusions, as well as the findings reported here, need to be interpreted with due respect for the serious limitations of this study. Only one school system with all its unique features and peculiar sets of circumstances was included. While 15 separate elementary schools were involved, this can hardly be regarded as a typical cross-section of elementary schools or of teachers of the United States. Generalizing from these findings to other situations must be undertaken very carefully.

APPENDIX A

Staff and Officials of the Project

APPENDIX A

Project Staff

Dr. Ben M. Harris, Director, The University of Texas
Mrs. Betty Coody, Asst. Dir., Lamar State College of Technology
Mrs. Elizabeth Watson, Research Associate, 1965
Mrs. Faye Dysart, Research Associate, 1966
Miss Loraine Woolman, South Park Schools
Mr. Wilson Trahan, South Park Schools
Mrs. Maudean Sims, South Park Schools
Mr. Hugh Poynor, Statistical Consultant

South Park School District Officials

Mr. R. A. Permenter, Superintendent of Schools

Board of Education

Mr. George A. Dishman
Mrs. W. D. Summerlin
Mr. George E. Beard
Mrs. Herbert York
Mr. J. Lamar Stagg
Mr. Joe Redman
Mr. W. H. B. Fehl

Advisory Committee

Mrs. Marinella Permenter, Lamar State College of Technology
Dr. M. L. McLaughlin, Lamar State College of Technology
Dr. Richard Hargrove, Lamar State College of Technology

Demonstrating Teachers

Mrs. Martilla Byrd
Mrs. Thelma Coleman
Mrs. Effie Davis
Mrs. Frances Davis
Mrs. Aline Drawhorn
Mrs. Jean Hutchison
Mrs. Lois Martin
Mrs. Doris Vice
Mrs. Ocie Vick

Observer-Analysts

Mr. Major Benge
Miss Rubye Bennett*
Dr. Wailand Bessent
Mrs. Mickey Boyvey*
Mr. John Briggs
Mr. Tom Carter
Mr. Jim Coker
Mrs. Faye Dysart
Dr. Bill Holdsworth
Mrs. Fabrice Hurt
Dr. Terry Long*
Mr. Larry Marshman
Mrs. Sue Mays
Mrs. Vally Nance*
Mrs. Charles Nix*
Mr. Walter Pitts
Mrs. Betty Porter
Mrs. Irene St.Clair*
Miss Catherine Stribling
Mr. Eldon Tielke
Dr. Eugene A. Todd
Mr. Larry Willingham

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* Member of the staff of the Texas Education Agency.

APPENDIX B

Instruments

DEMONSTRATION ARRANGEMENTS AND OPERATIONS SCHEDULE

Demonstration Number ____________ Date ____________

Teacher ____________ Topic ____________

TIME	ACTIVITY	Trahan	Woolman	Sims	Coody	Others
8:00 - 9:00	Test cameras-adjust microphones	x	x	x	x	
8:00 - 9:00	Test video tape recorder	x	x			
8:00 - 9:00	Arrange viewing room and briefing rooms	x				PD
9:00	Adjust sound level in viewing room	x				
9:00	Turn off cameras, microphones, and TV receivers	x				
9:30	Advance briefing session for observers		x		x	
9:40	Introductory remarks to non-briefed observers					BMH
9:40	Turn on cameras and video tape recorder	x	x			
9:45	Briefed observers visit classroom	x	x	x	x	
9:55	All groups assemble for demonstration					
9:55	Turn on TV and sound in viewing room	x	x	x	x	
10:00	Demonstration viewing begins					
10:00	Start video tape recorder	x	x			
10:35	Demonstration lesson ends - turn off cameras, microphones, and TV	x	x	x	x	
10:35	Prepare session ratings-review codes					BMH
10:40	Introduce principal of demonstrator to provide information on class and teachers					BMH
10:50	Dismiss viewers for coffee					BMH
11:00	Reassemble discussion-followup group				x	
11:00	Relieve demonstration teacher					x
11:15	Demonstration teacher return to room					
11:30	Followup group dismissed				x	

GUIDE FOR OBSERVING TEACHING DEMONSTRATIONS

Demonstrator________________________ Pupils____________ Subject_________

Demonstration Topic(s)____ Date____________

____

DIFFERENTIATING INSTRUCTION

What evidence do you observe that indicates:	Notations
1. Different assignments or tasks offered to individuals or groups?	Most working without teacher direction
2. Materials are used on different levels of difficulty and interest?	Texts differ
3. All pupils are interested in the work assigned?	Good concentration Some restlessness
4. All pupils are participating actively and purposefully?	Describe story sequence Many raise hands eagerly
5. Some pupils are doing advanced level and/or enrichment work?	Library books
6. Work is timed to allow significant progress without loss or boredom?	All actively engaged Teacher moves quickly from group to group
7. Pupils can accomplish assigned work with a great deal of independence?	Go back to seats
8. Routine duties are shared by pupils according to some system or plan?	Take own chairs

INTRA-CLASS GROUPING

What evidence do you observe that indicates:	Notations
1. Furniture arrangement promotes flexible grouping?	Three groupings More shce arrangement
2. Flexible groupings are employed to meet a variety of needs?	Some sit together to form a group, but read in different groups
3. Pupils help each other with work?	Moves from group to group quickly
4. Teacher maintains check on progress of groups?	Three groups with no teacher attention
5. Pupils work independently in groups?	
6. Teacher is aware of group behavior?	
7. There is freedom of movement within groups?	
8. Groups vary in size and number to reflect pupil needs?	One group has only four or five One group is quite large

MULTI-MEDIA TEACHING

What evidence do you observe that indicates:	Notations
1. Displays relate to activities in progress?	Word chart on compared words
2. A variety of reference materials is in use?	Texts - different One group using library Selected materials
3. A variety of maps, charts, globes, and models is in use?	
4. A variety of audio-visual materials is in use?	
5. A variety of teacher-made materials is in use?	Worksheets Charts
6. A variety of newspapers and magazines is in use?	
7. A variety of pupils' work is on display?	Pictures by students
8. Teacher-made displays are colorful, well-designed, timely, and serve specific teaching purposes?	Large bear display with basket of vegetables
9. A variety of library books is in use?	Library?

SELF-DIRECTION IN LEARNING

What evidence do you observe that indicates:	Notations
1. Pupils are permitted to help in planning?	
2. Pupils are allowed to select goals?	
3. Pupils are allowed to lead class or group?	Boys tell experiences Teacher waits patiently Book salesmen highlight their books for group
4. Pupils seek aid from many sources?	
5. Pupils find and correct own errors?	No! Pawing -- Alright, but what did we think?
6. Pupils use various problem solving methods?	
7. Pupils suggest procedures to be used?	
8. Pupils are held responsible for their own actions?	No reprimanding or cautioning "Ready for book salesmen" No further directions required Children listen to book sellers without any directions concerning paying attention

GUIDE FOR USING THE BASIC TEACHING PROCEDURES SCALE

By Ben M. Harris
The University of Texas

Casual or haphazard observations have sometimes produced results of considerable significance to the scientific world. These are, however, the exceptions that prove the rule. Scientific observation is characterized by the following:

1) A specific purpose (or purposes) is clearly identified.
2) A set of systematic procedures is employed.
3) Data are recorded with maximum objectivity as they relate to purposes.
4) Skilled observers are employed.

The instructions that follow are to guide in the use of the Basic Teaching Procedures Scale in the Teaching Demonstration Center--Primary Project in the South Park Schools of Beaumont, Texas.

Purposes

This instrument attempts to get accurate descriptions of the extent to which four types of teaching procedures are employed within the classroom. These four types of procedures can be described as follows:

1) The use of procedures which encourage students to study and learn differentially. These procedures may relate to different rates of learning, different learning activities, or different content.

2) The use of procedures which promote the use of a variety of instructional materials and media by both students and teachers. These procedures may relate books, worksheets, reference works, maps, globes, charts, exhibits, scientific equipment, games, displays, projection equipment and materials, television, radio, records, or tape recordings.

3) The use of procedures which promote the flexible use of a variety of pupil groupings for teaching and learning purposes. These procedures may relate to interest, friendship, ability, task, or tutorial groups. They may relate to groups ranging from one person to a major portion of the total class.

4) The use of procedures which encourage pupils to grow increasingly independent of a single authority (teacher or others) as his source for information, stimulation, and direction. These procedures may relate to pupil involvement in goal setting, planning, leading, and evaluating.

Procedures

Each major section of the instrument includes a set of descriptive dimensions relating to one of the purposes described above. The observer must circle a single number on each dimension to best describe the extent to which relevant procedures were in evidence. Specific procedures are as follows with suggestions to guide the observer in using his time:

1) Enter the classroom with the instrument in hand.

0-1 2) Record the basic information at the top of the first sheet. (Only the code should identify the teacher.)

1-4 3) Systematically move your focus of attention about the room. Observe the classroom walls, seating arrangement, shelves, equipment, etc. Observe what the teacher is saying and doing. Observe the pupils. What are they doing? How do they react? Finally, focus on the lesson itself. What is the subject?

4-15 4) Scan each dimension in the instrument. Read the descriptive statements under the numbers on each dimension. Glance at any event or evidence that is relevant to each dimension. Place a tally mark on the line representing your judgment of what you observed in each specific instance.
Go clear through the instrument doing this tallying on every dimension for every bit of observed evidence or event.

15-20 5) Make marginal notations of any evidence which would be helpful to you in making final ratings.

20-30 6) Review each dimension a second time checking it against any event or other evidence observed. Add tally marks at appropriate points along each dimension. Add marginal notes of evidence or lack of any evidence.

30-35 7) Leave the classroom and immediately begin to make final ratings. Re-read each description under each dimension, and circle the one number which best represents the sum total of observed evidence relevant to each dimension.

35-40 8) Turn to the Classroom Behavior Scale and complete it according to directions.

40-50 9) Proceed to the next classroom as assigned.

INSTRUMENT NUMBER 1

BASIC TEACHING PROCEDURES SCALE

Code________Subject_____________Observer__________________Date__________

Topic(s)_______________________________Time _____________to_____________

Circle the numeral that you think best expresses your judgement of the teacher and classroom.

DIFFERENTIATING ASSIGNMENTS

D1 Routine duties being rotated among pupils in a planned fashion

5	4	3	2	1
There is evidence of a plan for rotating routine tasks		Teacher assigns duties to various pupils without apparent plan		Little or no evidence of the rotation of routine duties

D2 Identical assignments

5	4	3	2	1
No large group working on identical assignments		Majority of class working on identical assignments		All pupils working on identical assignments

D3 Materials used are at different levels of difficulty

5	4	3	2	1
All pupils working with materials that reflect different levels of difficulty		Nearly half the pupils are using materials reflecting several different levels of difficulty		All pupils appear to be using the same material

D4 Only a few pupils require individual assistance

5	4	3	2	1
All pupils seem able to proceed with assignments independently		Assignments seem too difficult for several pupils		Only a few pupils are able to proceed independently

D5 Pupils finish work or make significant progress in the allotted time

5	4	3	2	1
Nearly all pupils are able to finish work or make significant progress in time allotted		Work seems too lengthy for several pupils		Work is too lengthy for all but a few pupils

D6 Pupils do advanced level or enrichment work

5	4	3	2	1
Nearly half of the pupils are doing obviously more advanced work or enrichment work		Several pupils doing more advanced work or enrichment work		No child appears to be doing advanced or enrichment work

D7 Pupil participation is active and purposeful

5	4	3	2	1
All pupils participating actively with apparent purposes they share		Majority of pupils participating actively and purposefully		Pupils participating passively without apparent purpose

D8 Pupils reflect an interest in work

5	4	3	2	1
Nearly every pupil reflects interest in the assigned work		Most pupils reflect interest in the assigned work		Pupils appear to have little or no interest in assigned work

USE OF INTRA-CLASS GROUPING

I1 Arrangement of furniture promotes flexible groupings

5	4	3	2	1
Desks and chairs are arranged in varying patterns for a variety of types of work		At least one special arrangement is provided for a group to work		All desks and chairs are arranged in rank and file or other uniform pattern

I2 Flexible groupings are employed to meet a variety of needs

5	4	3	2	1
Groupings appear to be changed frequently so as to meet a variety of pupil needs		Grouping is employed, but only one or two patterns are in evidence		No grouping employed except for total group

I3 Pupils help each other with work

5	4	3	2	1
Pupils help each other frequently in constructive ways		Pupils are seen helping each other on occasion		No intra-class grouping observed

I4 Teacher maintains check on progress of groups

5	4	3	2	1
Teacher often moves among groups to check progress		Teacher calls one group at a time to her for checking		No intra-class grouping observed

I5 Pupils working independently in groups

5	4	3	2	1
Pupils seem to know what to do when teacher is busy and can proceed with little direction		Most pupils seem to be working independently		No intra-class grouping observed

I6 Teacher is aware of group behavior

5	4	3	2	1
Teacher appears alert to everything going on in groups		Teacher appears somewhat unaware of some events taking place in groups		No intra-class grouping observed

I7 Freedom of movement within groups

5	4	3	2	1
Pupils permitted to change desks or places as need arises		Teacher suggests that certain changes be made		No intra-class grouping observed

I8 Groups vary in size and number to reflect pupil needs

5	4	3	2	1
Groups range from one person to as much as half the class		Groups vary in size but only two or three groups are employed		No intra-class grouping observed

USE OF MULTI-MEDIA TEACHING

M1 Displays relate to activities in progress

5	4	3	2	1
Work on display is related to work children are now doing		Work on display seems unrelated to ongoing activity		Little or no use being made of displays related to activities in progress

M2 A variety of reference materials are in use by both the teacher and the pupil

5	4	3	2	1
Encyclopedias, dictionaries, atlases, supplementary texts, and other materials that are available are being used		Encyclopedias, dictionaries, etc. are used sparingly		Little or no reference materials being used

M3 A variety of maps, charts, globes, and models are in use by both teacher and pupils

5	4	3	2	1
Maps, charts, globes, and models that are available are used extensively		Maps, charts, globes, and models used sparingly		Little or no evidence of the use of maps, globes, charts, and models

M4 A variety of audio-visual materials are in use by both teacher and pupil (filmstrips, 16mm film, visuals, tape recorder, or other materials)

5	4	3	2	1
Materials and equipment appear to be used frequently and in variety		Materials and equipment used sparingly		No evidence that any of these materials are used except on rare or special occasions

M5 A wide variety of teacher-made materials such as worksheets, games, and aids are in use (excluding displays)

5	4	3	2	1
These materials are used frequently		These materials are used sparingly		No evidence that these materials are used

M6 A variety of library books is in use

5	4	3	2	1
Pupils using a wide variety of library books		Pupils use library books sparingly		Almost no evidence that library books are used in the classroom

M7 A variety of newspapers and magazines is in use

5	4	3	2	1
Pupils using a variety of magazines and newspapers as a part of their work		A few newspapers and magazines in evidence but not being used		No evidence of newspapers or magazines

M8 A variety of pupils' work is on display

5	4	3	2	1
A great deal of pupil work is on display around the room (all pupils represented)		A few pieces of pupil work are on display (a few pupils represented)		Little or no pupil work on display

M9 Teacher-made displays are colorful, well-designed, timely, and serve specific teaching purposes

5	4	3	2	1
Displays are attractive and appropriate, and they serve teaching purposes		Displays are mainly decorative or are still on display after usefulness is past		Little or no evidence of teacher-made displays

PROMOTION OF SELF-DIRECTION IN LEARNING

S1 Pupils permitted to help in planning

5	4	3	2	1
Teacher actually encourages all children to participate in planning		Each pupil is permitted to offer suggestions		Little or no evidence of pupil planning

S2 Pupils allowed to select goals

5	4	3	2	1
Each pupil allowed to arrive at his own goal independently		Pupils allowed to select from various stated goals		Little or no evidence that pupils have a voice in setting goals

S3 Pupils lead class or group

5	4	3	2	1
Teacher actually invites a child to lead class or group for brief period		Child is permitted to lead class or group when he has a particular need or desire to do so		No evidence that any child ever leads class or group

S4 Pupils seek aid from many sources

5	4	3	2	1
Pupils voluntarily seek aid from various sources		Teacher suggests that child seek aid from various sources		Little or no evidence that pupils go beyond an assigned source

S5 Pupils find and correct own errors

5	4	3	2	1
Pupils are encouraged to find and correct their own mistakes and to look for reasons		Teacher points out error and asks child to correct it		Teacher finds and corrects mistakes

S6 Pupils use various problem solving methods

5	4	3	2	1
Pupils encouraged to use many problem solving methods - some unique		Teacher only occasionally permits an unusual approach to problem solving		Teacher insists on one problem solving method

S7 Pupils suggest procedures

5	4	3	2	1
Teacher actually asks for pupil suggestions on best procedure		Pupils permitted to offer suggestions but not specifically encouraged to do so		Little or no evidence of pupil-suggested procedure being used

S8 Pupils are held responsible for their own actions

5	4	3	2	1
Teacher leaves pupils free to carry out assignments independently		Teacher gives a great deal of guidance and advice while assignment is carried out		Teacher completely dominates the work session

DIRECTIONS FOR USING THE CLASSROOM BEHAVIOR PATTERN SCALE[1]

(unabbreviated form)

Suffice it to note that when direct measurement of criterion dimensions of teacher behavior is undertaken, the obtained data are more likely to be relevant to the extent that:

1. The dimensions of the criterion behavior have been specified and unequivocally defined in operational terms;
2. The observer recognizes the relevant behaviors and assesses those, and only those, characteristics;
3. The observer focuses his attention on specific actions and carefully avoids contamination of assessment by general impressions, reactions to behaviors that stand out prominently or unusual behaviors that obscure typical behavior, inferences about the meaning of behaviors, and inferences about what the behaviors might be like in unobserved situations;
4. The observations are conducted with proper attention to time sampling, the observations are not too limited to provide for opportunity for occurrence of the criterion behavior;
5. The observer makes his assessments during or immediately following observations;
6. The observer makes separate assessments of each specified component of the criterion demension considered independently;
7. The naturalness of the situation in which the criterion behavior occurs is preserved;
8. The observer is capable of recognizing and avoiding the influence of personal biases relative to individuals or behaviors under observation;
9. The observer conscientiously seeks to avoid various rating biases, such as the central-tendency error; the leniency error, and others;
10. Provisions are made for replication of observation and assessment by independent, similarly trained observers.

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*1 Ryans, D.G., Characteristics of Teachers, 1960, pp 41-42.

INSTRUMENT NUMBER 2

CLASSROOM BEHAVIOR SCALE*

Code__________Subject__________________Observer____________Date_______

Topic(s)____________________________________Time_____to____________

Circle one number for each dimension.

1. Aloof	1	2	3	4	5	6	7	Responsive
2. Restricted	1	2	3	4	5	6	7	Understanding
3. Harsh	1	2	3	4	5	6	7	Kindly
4. Erratic	1	2	3	4	5	6	7	Steady
5. Evading	1	2	3	4	5	6	7	Responsible
6. Disorganized	1	2	3	4	5	6	7	Systematic
7. Dull	1	2	3	4	5	6	7	Stimulating
8. Sterotyped	1	2	3	4	5	6	7	Original

---

* Based on studies by D. G. Ryans, *Characteristics of Teachers*, 1960.

GLOSSARY FOR USE WITH THE CLASSROOM BEHAVIOR PATTERNS SCALE

1. Aloof-Responsive Teacher Behavior

Aloof

1. Stiff and formal in relations with pupils.
2. Apart; removed from class activity.
3. Condescending to pupils.
4. Routine and subject matter only concern; pupils as persons ignored.
5. Referred to pupil as "this child" or "that child."

Responsive

1. Approachable to all pupils
2. Participated in class activity.
3. Responded to reasonable requests and/or questions.
4. Spoke to pupils as equals.
5. Commended effort.
6. Gave encouragement.
7. Recognized individual differences.

2. Restricted-Understanding Teacher Behavior

Restricted

1. Recognized only academic accomplishments of pupils; no concern for personal problems.
2. Completely unsympathetic with a pupil's failure at a task.
3. Was impatient with a pupil.

Understanding

1. Showed awareness of a pupil's personal emotional problems and needs.
2. Was tolerant of errors on part of pupil.
3. Patient with a pupil beyond ordinary limits of patience.
4. Showed what appeared to be sincere sympathy with a pupil's viewpoint.

3. Harsh-Kindly Teacher Behavior

Harsh

1. Hypercritical; fault finding.
2. Cross; curt.
3. Depreciated pupil's efforts; was sarcastic.
4. Scolded a great deal.
5. Lost temper.
6. Used threats.
7. Permitted pupils to laugh at mistakes of others.

Kindly

1. Went out of way to be pleasant and/or to help pupils;friendly.
2. Gave a pupil a deserved compliment.
3. Found good things in pupils to call attention to.
4. Seemed to show sincere concern for a pupil's personal problem.
5. Showed affection without being demonstrative.
6. Disengaged self from pupil without bluntness.

4. Erratic-Steady Teacher Behavior

Erratic	Steady
1. Impulsive; uncontrolled; temperamental; unsteady.	1. Calm; controlled.
2. Course of action easily swayed by circumstances of the moment.	2. Maintained progress toward objectives.
3. Inconsistent.	3. Stable, consistent, predictable.

5. Evading-Responsible Teacher Behavior

Evading	Responsible
1. Avoid responsibility; disinclined to make decisions.	1. Assumed responsibility; made decisions as required.
2. "Passed the buck" to class, to other teachers, etc.	2. Conscientious.
3. Left learning to pupil, failing to give adequate help.	3. Punctual.
4. Let a difficult situation get out of control.	4. Painstaking; careful.
5. Assignments and directions indefinite.	5. Suggested aids to learning.
6. No insistence on either individual or group standards.	6. Controlled a difficult situation.
7. Inattentive with pupils.	7. Gave definite directions.
8. Cursory.	8. Called attention to standards of quality.
	9. Attentive to class.
	10. Thorough.

6. Disorganized-Systematic Teacher Behavior

Disorganized	Systematic
1. No plan for classwork.	1. Evidence of planned through flexible procedure.
2. Unprepared.	2. Well prepared.
3. Objectives not apparent; undecided as to next step.	3. Careful in planning with pupils.
4. Wasted time.	4. Systematic about procedure of class.
5. Explanations not to the point.	5. Had anticipated needs.
6. Easily distracted from matter at hand.	6. Provided reasonable explanations.
	7. Held discussion together; objectives apparent.

7. Dull-Stimulating Teacher Behavior

Dull	Stimulating
1. Uninteresting, monotonous explanations.	1. Highly interesting presentation; got and held attention without being flashy.
2. Assignments provided little or no motivation.	2. Clever and witty, though not smart-alecky or wisecracking.
3. Lacked animation.	3. Enthusiastic; animated.
4. Failed to capitalize on pupils' interests.	4. Assignments challenging.
5. Pedantic, boring.	5. Took advantage of pupil interest.
6. Lacked enthusiasm; bored acting.	6. Brought lesson successfully to a climax.
	7. Seemed to provoke thinking.

8. Stereotyped-Original Teacher Behavior

Stereotyped	Original
1. Used routine procedures without variation.	1. Used what seemed to be original and relatively unique devices to aid instruction.
2. Would not depart from procedure to take advantage of a relevant question or situation.	2. Tried new materials or methods.
3. Presentation seemed unimaginative.	3. Seemed imaginative and able to develop presentation around a question or situation.
4. Not resourceful in answering questions or providing explanations.	4. Resourceful in answering questions; had many pertinent illustrations available.

INSTRUMENT NUMBER 3

TEACHING DEMONSTRATION SESSION RATING SHEET

CODE__________________________ DATE___________

Please rate the session just concluded as to its effectiveness in comparison with other in-service experience. Circle the appropriate answer for each question.

	Extremely Unimportant		Average		Extremely Important
1. How important is this kind of experience to you?	1	2	3	4	5
	Extremely Uninteresting		Average		Extremely Interesting
2. How interesting was the session?	1	2	3	4	5
	Extremely Unlikely		Average		Extremely Likely
3. How likely are you to make changes in what you do as a result of this experience?	1	2	3	4	5
	Extremely Un-organized, etc.		Average		Extremely Well Organized
4. How well organized, planned, and presented was the session?	1	2	3	4	5
	Extremely Unapplicable		Average		Extremely Applicable
5. How applicable to your situation were the things demonstrated?	1	2	3	4	5

---

6. Considering the entire session just completed, check the statement below that best reflects your point of view:

   A. Nothing new or appropriate to my situation was presented which I am not already using (or able to use) in my classroom.

   B. Several ideas presented were quite new to me - ideas which I could well learn to use.

INSTRUMENT NUMBER 4

TEACHER VIEWPOINT INVENTORY

CODE ____________________ DATE ______________

1. In light of your experience with children, what do you think of the following statement? "Pupils are usually quite competent to select their own topics for themes and speeches."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

2. Suppose you had all the materials out for clay modeling and one child said, "We'd rather paint a mural instead of making a clay model." What would you be most likely to say?

    1. "Well, let's make a mural, too."
    2. "All right. Let's make a mural next."
    3. "But the group has decided to make the model."
    4. "Why didn't you suggest that when we were planning?"
    5. "Let's talk it over and decide what the class would like."

3. Suppose a circus parade passed the window while you were presenting an arithmetic lesson. What would you be most likely to say?

    1. "If you stay in your seats we can all take a look out the window at the parade."
    2. "Is there anyone who feels that he is not grown up enough so that the parade will not bother him while we have our arithmetic?"
    3. "How many of you would like to watch the parade? Let's count the different things we see."
    4. "Let's all stop a moment and look at the window; let's use our eyes and not our lips."
    5. "Would you like to watch the circus parade for a while?"

4. How do you feel about the following statement? "The teacher should allow a pupil to use whatever available materials he chooses even if they have not been anticipated in previous planning."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

5. How do you feel about the following statement? "The teacher should be in control at all times."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

6. How do you feel about the following statement? " I reward outstanding pupil achievement by displaying only examples of excellent work."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

7. In light of your experience with children, what do you think of the following statement? "Pupils can behave themselves without constant supervision."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

8. At the third and fourth grade levels do you believe

    1. it is important to set and require uniform standards of pupil achievement in the subjects taught?
    2. academic achievement is relatively unimportant as compared with other objectives?

9. Suppose you found two children in your class talking during a period for quiet study. One of the children defended the action by saying, "I was only talking to Marian about her arithmetic." What would you be most likely to say?

    1. "After this, if you have any questions, ask me."
    2. "It's nice of you to help."
    3. "Let's do our own arithmetic."
    4. "That's good, but maybe you could do it after class."

10. In light of your experience with children, what do you think of the following statement? "Most pupils are considerate of the teacher's wishes."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

11. Suppose another teacher said, "Why have lesson plans? You can't follow them anyway." What would you be most likely to say?

    1. "But you should have some idea what you are going to do."
    2. "I can't get by without plans. They help me organize my work."
    3. "Maybe not exactly, but an outline will help in planning."
    4. "No, but they are very useful to depart from."
    5. "No, you certainly can't follow them exactly."

12. How do you feel about the following statement? "It is possible to develop most school classwork around 'out-of-school' activities."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

13. Suppose a pupil brought you a paper at the beginning of a period saying, "I wrote a story last night. Can you look at it now?" What would you be most likely to say?

    1. "I'll take it and look at it when I finish the assignment."
    2. "Of course. It's nice you like to write stories."
    3. "I can't right now. Class is beginning."
    4. "Why certainly. I'd like to very much."

14. Suppose a pupil in your class asked, "What is an atom bomb anyway?" What would you be most likely to say?

    1. "It is a weapon which is very powerful, but we have learned a lot from it that can help now."
    2. "It consists of materials that when brought together actually explode the molecule."
    3. "That's something we can read about and then discuss it this afternoon."
    4. "Who knows what a bomb is?" "An atom?"
    5. "Why don't you look it up in the encyclopedia?"

15. How do you feel about the following statement? "A teacher can do an adequate job of teaching reading simply by following carefully the teacher's manual."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

16. Which of the following activities of the teacher do you consider the most important?

    1. Helping pupils master subject matter.
    2. Helping pupils conform to classroom and school rules.
    3. Helping pupils to assume responsibility for their own learning.

17. Which of the following do you think is most indicative of a good class?

    1. Courtesy of the students to the teacher and to each other.
    2. Attentiveness of the students.
    3. Willingness of the students to try and to volunteer.
    4. Students who are well prepared for the class meeting.

18. How do you feel about the following statement? "I find it best to purchase all the teaching aids I will need for a school year at one time."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

19. In light of your experience with children, what do you think of the following statement? "Pupils will usually select good students for their class officers."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

20. How many students do you think the average teacher sends to the principal's office per month for disciplinary action?

    1. 1 student.
    2. 3 students.
    3. 5 students.
    4. 10 or more students.

21. Which of the following do you prefer to do?

    1. Help pupils establish friendly relations with classmates.
    2. Help pupils learn the school regulations.

22. How do you feel about the following statement? "I do not need to write down my daily plans. I can remember what I am going to do and what materials I will need to have ready."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

23. In your class do you believe it is better

    1. to have two activities going on at once?
    2. to have three activities going on at once?
    3. to have four or more activities going on at once?
    4. generally to have one activity in progress at a time?

24. How do you feel about the following statement? " A teacher should occasionally leave a class to its own management."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

25. In light of your experience with children, what do you think of the following statement? "Most pupils try to do their work to the best of their ability."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

26. How do you feel about the following statement? "Unless a teacher can point to specific advantages to be derived from the use of a teaching aid, she should not use it."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

27. How do you feel about the following statement? "No teaching aid should be selected unless it will be useful to a majority of the class."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

28. How do you feel about the following statement? "Pupils should be allowed to speak with each other without first getting the teacher's permission."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

29. How do you feel about the following statement? "Any class is capable of governing itself sensibly if the teacher will allow it to do so."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

30. How do you feel about the following statement? "Third grade children should be required to meet prescribed academic standards before beginning the work of the fourth grade."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

31. How do you feel about the following statement? "A teacher should select only those books for her classroom library that are recommended for the grade level she teaches."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

32. How do you feel about the following statement? "With such good teaching aids now on the market, my time is too valuable to be spent in making them."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

33. Which of the following do you think is most indicative of a poor class?

    1. Students who are listless or conforming dully.
    2. Disorderliness and noise.
    3. Hesitancy and unsureness on the part of the student.
    4. Dependency of students; reliance on teacher and others for suggestions or directions.

34. Suppose another teacher brought in three of your boys, saying, "These boys were running in the halls." What would you be most likely to say?

    1. "Boys, you know we are not supposed to run in the halls."
    2. "Did you know you could have seriously hurt someone?"
    3. "I'm glad you brought this to my attention."
    4. "Thank you. Boys, what do you think we should do about this?"
    5. "Thank you. Since this is the first time perhaps they have some reasons to give."

35. Which of the following do you consider most helpful as a schoolroom practice?

    1. Advising a pupil who gets poor grades to study harder.
    2. Punishing pupils for talking without permission.
    3. Allowing the classroom schedule to vary from day to day.
    4. Maintaining the same standards of achievement for all pupils.

36. What do you think of the following statement? "Only games that provide subject-matter learnings should be used in the classroom."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

37. How do you feel about the following statement? "In terms of learnings gained, field trips are usually more trouble than they are worth."

    1. Strongly disagree.
    2. Disagree.
    3. Indifferent.
    4. Agree.
    5. Strongly agree.

38. Which of the following activities of the teacher do you consider most important?

1. Helping pupils master subject matter.
2. Helping pupils conform to classroom rules.
3. Helping pupils develop a sense of responsibility.

39. Suppose a pupil in your room said, "I forgot my lunch today." What would you be most likely to say?

1. "Are you close enough to go home for lunch?"
2. "I'll give you some money, but you must bring it back tomorrow and try to remember after this."
3. "Is it your job to see that you take it each morning? Let's try to remember next time."
4. "Since this is the first time this has happened, I will give you some money to buy your lunch."
5. "Will a quarter be enough for your lunch in the cafeteria?"

40. About what percent of the credit for "good discipline" do you think should be accorded to the teacher?

1. 10%
2. 40%
3. 60%
4. 90%

41. What do you think of the following statement? "Home study should supplement and complement class work in the third grade."

1. Strongly disagree.
2. Disagree.
3. Indifferent.
4. Agree.
5. Strongly agree.

42. Suppose another teacher said to you, "John never does anything right. Did you ever have a child like that?" What would you be most likely to say?

1. "I've had some that were pretty difficult, but they improve gradually."
2. "Everyone has something he can do well."
3. "That is a problem, isn't it?"
4. "Some children don't seem to want to conform; that's so."
5. "There are always some in every class."

43. What do you think of the following statement? "A child should be allowed to select any book he wants from the classroom library to take home for leisure reading."

1. Strongly disagree.
2. Disagree.
3. Indifferent.
4. Agree.
5. Strongly agree.

44. In the light of your experience with children and books, which of the following would you prefer?

1. One basic science book adopted by your district.
2. Two basic science books adopted by your district.
3. A multiple adoption of four or more basic science books by your district.

45. In an elementary school class, do you think it is better to have

1. science and math related?
2. science, math, and social studies related?
3. all subjects related?
4. all subjects separate and distinct.

APPENDIX C

Supplementary Tables

TABLE 25
AGE: FREQUENCY DISTRIBUTION OF TEACHER SUBJECTS
(N=78)

Years	f	%
23-29	9	12
30-39	17	22
40-49	17	22
50-59	27	35
60	1	1
62	1	1
63	1	1
71	1	1
No data	4	5

Range = 23-71 years

Median Age = 44 years

TABLE 26

MARITAL STATUS: FREQUENCY DISTRIBUTION FOR TEACHER SUBJECTS

	f	%
Never married	3	4
Married	71	91
No data	3	4

TABLE 27
YEARS OF TEACHING EXPERIENCE: FREQUENCY DISTRIBUTION FOR TEACHER SUBJECTS
(N=78)

Years	f	%
0-5	15	19
6-10	21	27
11-15	9	12
16-20	10	13
21-25	8	10
26-30	6	8
31-35	8	10
37-	1	1
No data	0	-

Range = 0-37 years

Median = 11 years

TABLE 28
DEGREES HELD: FREQUENCY DISTRIBUTION FOR TEACHER SUBJECTS
(N=78)

Degrees	f	%
Bachelors	35	45
Bachelors plus	10	13
Masters	30	38
Masters plus	0	-
No data	3	4

TABLE 29

PRACTICE TEACHING GRADE: FREQUENCY DISTRIBUTION FOR TEACHER SUBJECTS (N=78)

Grade	f	%
A	24	31
B	23	29
C	7	9
D	1	1
No data	23	29

TABLE 30
AREA OF SPECIALIZATION: FREQUENCY DISTRIBUTION FOR TEACHER SUBJECTS
(N=78)

Area	f	%
Elementary Education	41	53
Secondary Education	0	-
Applied Arts	10	13
Liberal Arts	7	9
No data	20	26

TABLE 31

GRADE POINT AVERAGE FOR TEACHER SUBJECTS
(N=71)

	Education	Non-Education	Combine Educ. and N-Educ.
Range	1.95 - 4.00	1.45 - 4.00	1.83 - 3.76
Median	3.065	2.785	2.92